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ABSTRACT

A study was conducted to determine the competencies which the home economics teachers in Idaho felt were absolutely necessary for a beginning home economics teacher in Idaho to have to best meet student needs. A survey instrument was designed, after consultation with teacher educators and state staff for vocational home economics in Idaho, to assess competencies in three basic areas: educator's role, teacher-learner transaction, and subject matter competencies (e.g., children and parenting, nutrition, clothing, and financial resources). The survey also included questions concerning year of graduation, years of teaching experience, current teaching position, and educational level of the respondents. Two hundred eighteen surveys were distributed to junior high and senior high home economics teachers who were under Idaho contract for the 1977-78 year, and 143 responded (65% return rate). Data were categorized and tabulated according to frequency of response using percentages. Results included the following: (1) beginning teachers should show pride, confidence, and enthusiasm in the profession and establish good working relationships with the students, and (2) teachers must provide opportunities in which learners are motivated. (Line graphs illustrate survey results. A sample of the survey instrument is appended along with results in percentages.) (CT)

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BASIC COMPETENCIES FOR ENTRY LEVEL VOCATIONAL HOME ECONOMICS TEACHERS IN THE STATE OF IDAHO

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PREFACE

A basis for the development and improvement of an educational program is the needs of the learner. The major reason for this study was to determine the competencies the Home Economics teachers in the State of Idaho felt were absolutely necessary for a beginning Home Economics teacher in the State to have to best meet students needs.

Since this was a state-wide effort, implications for program decisions may be drawn from the findings for graduate and undergraduate home economics education programs in colleges and universities in the State of Idaho.

In addition, the findings will be useful in the on-going revision of the existing home economics education curriculum at the undergraduate level that is so essential if home economics education programs are to prepare students for the realities of the modern classrooms and the students served in these classrooms.

Helen Condie, Associate Professor
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TABLE OF CONTENTS

	Page
Preface	i
List of Tables and Graphs	iii
CHAPTER I. Description of the Problem and Objectives	1
Statement of Purpose	1
Objectives	1
Related Literature	2
Limitations of the Study	2
CHAPTER II. Design of the Study	4
Development of the Instrument	4
The Survey Instrument	5
Collection of Data	5
Treatment of the Data	6
CHAPTER III. The Data	
Background Information about Home Economics Teachers	7
Part I. Educator's Role	11
Part II. Teacher--Learner Transaction	14
Evaluation	20
Management	23
Part III. Subject Matter Areas	26
Children and Parenting	26
Relationships Within Families	31
Management of Personal and Family Resources	35
Nutrition/Contemporary Meal Management	39
Clothing/Fashion and Fabrics	45
Environment for Living	49
Appendix A	
Appendix B	
Appendix C	
Bibliography	

LIST OF TABLES AND GRAPHS

	Title	Page
I	Classification of Idaho Home Economics Teachers Responding to the Survey by Year of Graduation and Percentage of Respondents	8
II	Classification of Idaho Home Economics Teachers Responding to the Survey by Years of Experience and Percentage of Respondents	9
III	Classification of Idaho Home Economics Teachers Responding to the Survey by Degree Held and Percentage of Respondents	10
I-A	Identification of Responses to Competencies Related to the Educator's Role	12
I-APG	Identification of Responses to Competencies Related to the Educator's Role	13
II-A	Identification of Responses to Competencies Related to Teacher--Learner Transaction.	16-17
II-APG	Identification of Responses to Competencies Related to Teacher--Learner Transaction	18-19
II-B	Identification of Responses to Competencies Related to Evaluation	21
II-BPG	Identification of Responses to Competencies Related to Evaluation.	22
II-C	Identification of Responses to Competencies Related to Management	24
II-CPG	Identification of Responses to Competencies Related to Management	25
III-A	Identification of Responses to Competencies Related to Children and Parenting	29
III-APG	Identification of Responses to Competencies Related to Children and Parenting	30
III-B	Identification of Responses to Competencies Related to Relationships Within Families	33
III-BPG	Identification of Responses to Competencies Related to Relationships within Families	34
III-C	Identification of Responses to Competencies Related to Management of Personal and Family Resources	37
III-CPG	Identification of Responses to Competencies Related to Management of Personal and Family Resources	38
III-D	Identification of Responses to Competencies Related to Nutrition/Contemporary Meal Management	41-42
III-DPG	Identification of Responses to Competencies Related to Nutrition/Contemporary Meal Management	43-44
III-E	Identification of Responses to Competencies Related to Clothing/Fashion and Fabrics	47
III-EPG	Identification of Responses to Competencies Related to Clothing/Fashion and Fabrics	48
III-F	Identification of Responses to Competencies Related to Environment for Living	51
III-FPG	Identification of Responses to Competencies Related to Environment for Living	52

CHAPTER I

DESCRIPTION OF THE PROBLEM AND OBJECTIVES

Statement of Purpose

Relevant home economics teacher education is a concern of educators in the State of Idaho. Questions such as those which follow were being considered. What does the beginning teacher really need to know? What subject matter knowledge is vital for a beginning teacher? How does information needed by the beginning teacher in Idaho differ from other states? What are the instructional needs of teachers in the State of Idaho? What in-service education is needed for home economics teachers in the State of Idaho?

In response to these questions, two home economics teacher educators at Idaho State University developed a survey instrument to use in identifying the basic competencies necessary for Idaho home economics beginning teachers. The identified purposes of this study were to:

1. identify basic competencies necessary for entry level home economics teachers in the State of Idaho.

2. assess home economics courses offered at Idaho State University, the University of Idaho, and Northwest Nazarene College related to the identified competencies.

3. identify instructional needs of the home economics education program at Idaho State University, the University of Idaho, and Northwest Nazarene College, and

4. apprise the State Supervisor of Vocational Home Economics Education and staff, and Home Economics Teacher Educators of the findings of the research.

Objectives

The objectives of this study were to:

1. formulate a survey instrument to be used to survey current teachers of home economics in the State of Idaho.

2. tabulate and analyze the results of the survey of home economics teachers currently teaching in Idaho, and

3. compare the needed basic competencies as identified by the survey with current course objectives at Idaho State University, the University of Idaho, and Northwest Nazarene College.

Related Literature

The quality of Home Economics teachers is of on-going concern to the profession, as expressed in the opening sentence from Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria.[2] One ultimate outcome or product of home economics programs continues to be highly qualified facilitators of learning. This same concern prompted the United States Office of Education, Bureau of Occupational and Adult Education, Division of Vocational Technical Education in cooperation with Region VII to sponsor a National Working Clinic at Kansas City, February 7-10, 1977, to review the 1974 competencies and criteria.

The American Home Economics Association, the Home Economics Education Division of the American Vocational Association and the Home Economics Education Association endorsed the Clinic, and the National Association of Teacher Educators in Home Economics (AVA) and J. C. Penney Company, Inc. partially financed the Clinic.

This conference strongly emphasized the professional education component and the home economics subject matter component of the teacher preparation program. The earlier publication, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development,[3] served as a basic resource for this development. It provided a means of determining the most important home economics goals, experiences, and content for high

school programs and a basis for building from one educational level to the next.

The process of developing teacher education curricula at the collegiate level is essentially the same as for developing curricula below collegiate levels, however, the context, the clientele and the objectives are different. While the general broad concepts were developed nationally, each state must assess their particular needs in the area of preparation of quality teachers. The National Document was designed to serve only as a basis for planning programs for beginning teachers. Texas, Washington and Pennsylvania have also recognized the need to survey their states to ascertain the basic needs of their beginning Home Economics teachers.

The findings from this survey may facilitate identification of criteria for certification, and most definitely can be used in working with persons in preparation for teaching home economics.

Limitations of the Study

The study was limited to secondary Home Economics teachers under contract in the State of Idaho for the 1977-78 school year.

CHAPTER II

DESIGN OF THE STUDY

The information in this chapter is divided into three major parts: (1) development of the survey instrument, (2) collection of the data, and (3) treatment of the data.

Development of the Instrument

The instrument developed for this study (See Appendix B) for sample instrument) was devised by Helen C. Condie and Emma M. Gebo, teacher educators in the Consumer Economics Department at Idaho State University, Pocatello, Idaho. Materials utilized in the development of this survey were:

Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. Washington, D.C.: American Home Economics Association, 1967.(3)

Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria. Washington, D.C.: American Home Economics Association, 1974. (2)

Basic Competencies for Beginning Teachers of Vocational Home Economics (5)

Competencies for Quality Teacher Education in Home and Family Life (1)

MATCHE (Management Approach to Teaching Consumer and Homemaking Education) (4)

Working Papers for the National Working Clinic on Home Economics Content and Performance Criteria, February 7-10, 1977, Kansas City, Missouri (6)

Teacher educators from the University of Idaho and Northwest Nazarene College and the State staff for Vocational Home Economics in Idaho were also consulted in the development of the instrument.

The Survey Instrument

The survey instrument was designed to assess competencies in three basic areas:

Part I The Educator's Role

Part II The Teacher-Learner Transaction
- A. Evaluation
- B. Management

Part III Subject Matter Competencies
- A. Children and Parenting
- B. Relationships within Families
- C. Management of Personal and Family Resources
- D. Nutrition/Contemporary Meal Management
- E. Clothing/Fashion and Fabrics
- F. Environment for Living

The cover page of the survey also included questions providing information related to year of graduation, years of teaching experience, current teaching position, and educational levels of the respondents.

Collection of Data

Two-hundred eighteen (218) surveys were distributed to junior high and senior high home economics teachers currently teaching in the State of Idaho. These surveys were distributed to those attending the Idaho Vocational Home Economics Teachers meeting at the Idaho State Vocational Conference in Moscow, Idaho, August 8, 1977, and by mail to teachers not in attendance at that meeting. Included with the instrument was a letter (see sample letter, Appendix A) explaining the purpose of the research and stressing the importance of teacher input.

Surveys of the teachers who completed the survey between August 8 and 11, 1977 were collected on August 11 at the Idaho State Vocational Conference. The participants who did not complete a survey at that time were provided

with a stamped and addressed envelope for convenience in returning the completed survey. Follow-up postcards were mailed in September, 1978 to those teachers who had not returned a completed survey.

One-hundred forty three teachers (143) responded, yielding a 65% rate of return. Ninety-eight teachers, or 68.53% of the respondents were teachers in senior high schools in the State of Idaho. Thirty-three teachers or 23.08% of the respondents were teachers in junior high schools in the State of Idaho, and 12 teachers, or 8.39% were teaching in both a junior high and senior high school at the time of the survey.

Treatment of the Data

Data related to the background of the teachers was categorized and tabulated by percentages. This data is reflected in the Tables included in Chapter III.

The data related to specific competencies was classified and analyzed according to frequency of response using percentages. The percentages are identified in Appendix C and in graphs included in Chapter III. These graphs represent competencies which teachers responding felt the beginning teacher must know, should know, or should be acquainted with. The respondents also indicated specific areas for post-graduate or in-service education.

Following the tabulation of the data, a conference was held with the Home Economics teacher educators and State staff of Home Economics Education of the State of Idaho to assess the home economics education curriculum in the State and identify instructional needs.

CHAPTER III

THE DATA

The data obtained from this study is presented in 4 sections as follows: (1) Background Information About the Home Economics Teachers, (2) Educator's Roles, (3) Teacher-Learner Transactions, and (4) Subject Matter Competencies.

The data from the first section was classified by percentage of respondents in relation to questions asked. Data from the following sections was derived from computations based on total number responding to each competency.

Background Information About Home Economics Teachers

Table I shows classification of Idaho Home Economics teachers responding to the survey by year of graduation and percentage of respondents. The largest number, 9.79% of the teachers, graduated with a Bachelor's Degree in 1972; 7% of the respondents graduated in 1974 and 7% in 1975; 4.9% graduated in 1971 and 4.9% in 1976; 1977 graduates were 4.2% of the teachers responding with 1965 and 1960 also having the same percentage. The range of graduating participants covered 40 years.

The number of years teaching experience, as included in Table II, ranged from first year teachers with no experience to teachers with 34 years experience. The largest number, 10.49% of the respondents had three years experience; 9.79% of the teachers reported having 5 years experience, 7% had 0-1 year experience, 6.3% respondents reported 2 years, 8 years, and 10 years experience each; thus 56% of the respondents had 10 years or less teaching experience.

TABLE 1

CLASSIFICATION OF IDAHO HOME ECONOMICS TEACHERS
RESPONDING TO THE SURVEY
BY YEAR OF GRADUATION AND PERCENTAGE OF RESPONDENTS

Year of Graduation	Senior High	Junior High	Sr./Jr. High Combination	Percent of Respondents
1977	6	0	0	4.20
1976	6	1	0	4.90
1975	7	0	3	7.00
1974	7	2	1	7.00
1973	7	0	2	6.30
1972	9	4	1	9.79
1971	5	2	0	4.90
1970	3	0	0	2.10
1969	4	1	0	3.50
1968	1	3	1	3.50
1967	3	0	0	2.10
1966	1	0	0	.70
1965	3	2	1	4.20
1964	1	1	0	1.39
1963	1	2	0	2.10
1962	1	1	0	1.39
1961	0	2	0	1.39
1960	2	3	1	4.20
1959	4	0	0	2.80
1958	1	2	0	2.10
1957	3	0	0	2.10
1956	1	0	1	1.39
1955	3	0	0	2.10
1954	0	3	1	2.80
1953	2	0	0	1.39
1952	1	0	0	.70
1950	2	0	0	1.39
1949	1	0	0	.70
1948	2	2	0	2.80
1947	1	1	0	1.39
1946	1	0	0	.70
1944	1	0	0	.70
1943	2	0	0	1.39
1942	1	1	0	1.39
1940	3	0	0	2.10
1939	1	0	0	.70
1937	1	0	0	.70
	98	33	12	100.00

TABLE II

CLASSIFICATION OF IDAHO HOME ECONOMICS TEACHERS
RESPONDING TO THE SURVEY
BY YEARS OF EXPERIENCE AND PERCENTAGE OF RESPONDENTS

Years of Experience	Number of Teachers: Senior High	Junior High	Sr./Jr. High Combination	Percent of Respondents
0-1	9	1	0	7.00
1	10	1	3	9.79
2	8	0	1	6.30
3	7	5	3	10.49
4	6	1	0	4.90
5	10	3	1	9.79
6	3	2	0	3.50
7	4	1	0	3.50
8	3	6	0	6.30
9	1	1	0	1.39
10	4	5	0	6.30
11	1	0	1	1.39
12	5	2	0	4.90
13	1	1	0	1.39
14	0	1	1	1.39
15	3	0	0	2.10
17	5	0	0	3.50
18	4	0	1	3.50
19	2	0	0	1.39
20	4	0	1	3.50
21	1	1	0	1.39
22	2	1	0	2.10
25	1	0	0	.70
26	1	1	0	1.39
27	1	0	0	.70
32	1	0	0	.70
34	1	0	0	.70
	98	33	12	100.00

TABLE III

CLASSIFICATION OF IDAHO HOME ECONOMICS TEACHERS
RESPONDING TO THE SURVEY
BY DEGREE HELD AND PERCENTAGE OF RESPONDENTS

Degree Held	Senior High	Junior High	Sr./Jr. High Combination	Percent
Bachelor's Degree	31	8	6	31.47
Bachelor's + 15 cr.	30	9	1	27.97
Bachelor's + 30 cr.	14	7	2	16.08
Bachelor's + 45 cr.	11	4	2	11.89
Master's Degree	0	1	0	.70
Master's + add. cr.	12	4	1	11.89
	98	33	12	100.00

Table III shows degrees held by Home Economics teachers in the State of Idaho; 31.47% of respondents held Bachelor's Degrees; 56% of the teachers held a Bachelor's Degree plus additional credits and 12% held Master's and additional credits.

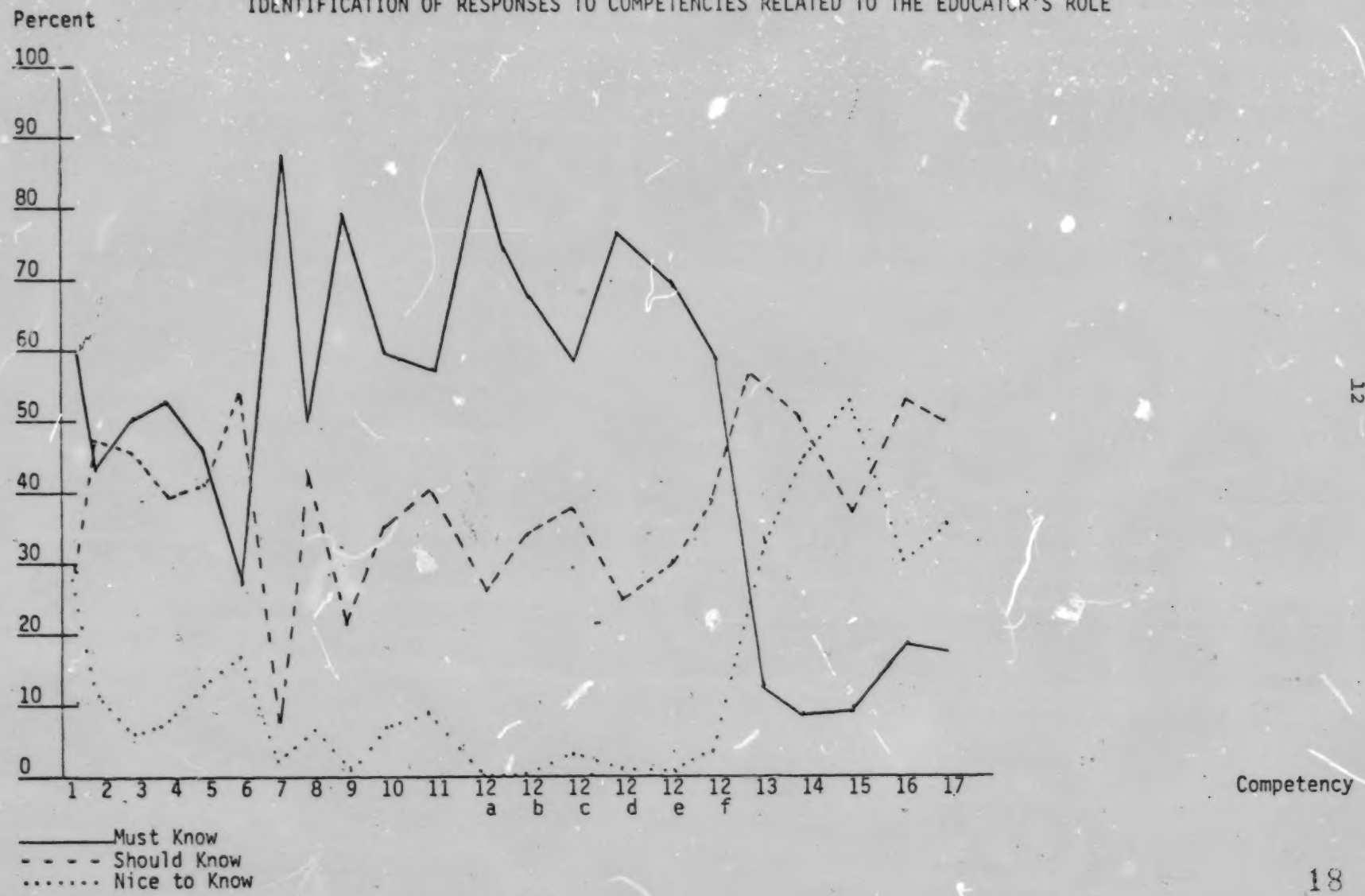
Part I Educator's Role

More than 80%, as illustrated in Graph I-A, of those responding felt that the beginning teacher must exhibit competency in the areas of pride, confidence and enthusiasm in the profession and establish good working relationships with the students. These findings represent percentages indicated for competency 7, "Exhibits pride, confidence and enthusiasm for work and the profession", and competency 12a, "Establishes interpersonal relationship for working constructively with: a. students". Following closely behind with 60 to 80% selection were competencies 9, "Keeps professionally relevant information in confidence", 10, "Plans for continuous personal and professional growth", 12b, "Establishes interpersonal relationships for working constructively with b. co-workers", 12d, "administrators", and 12e, "parents".

The competencies that were identified as being most needed in post-graduate study were those dealing with legislation and research, as indicated in Graph I-A PG, by competencies, 13, "Identifies and analyzes social and legislative issues that affect the well-being of individuals, families, and the community", 14, "Participates in development and enactment of legislation that benefits the well-being of individuals, families, the community and home economics", 15, "Describes and explains the elements of the research process in education", 16, "Identifies and applies results of research to teaching/learning process", and 17, "Participates in conducting and using research in the teacher/learning process".

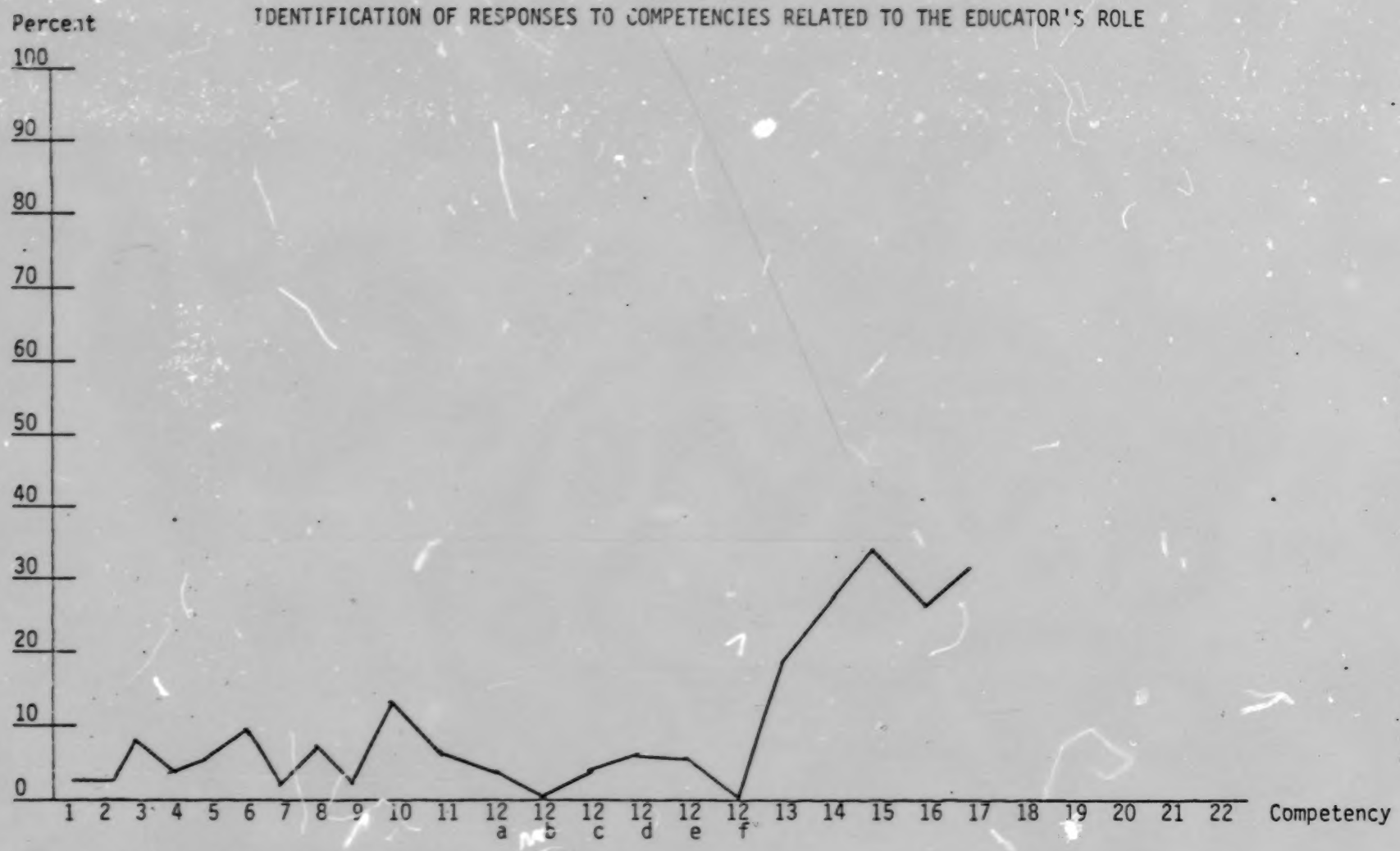
GRAPH 1-A

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO THE EDUCATOR'S ROLE



GRAPH I-A PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO THE EDUCATOR'S ROLE



Part II Teacher-Learner Transaction

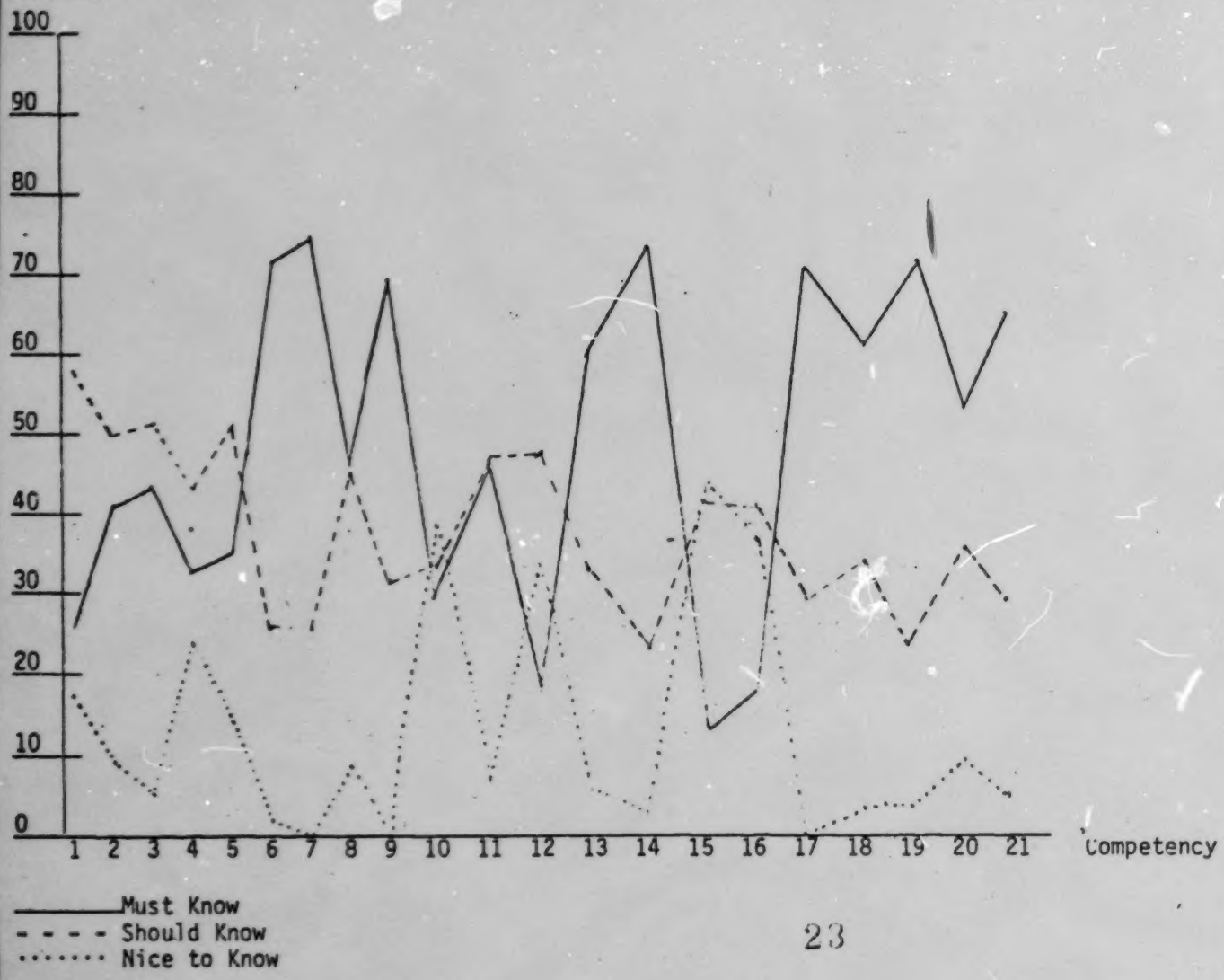
Only one of the competencies in this section received a better than 80% response in the "Must Know" column, as indicated in Graph II-A, that competency was number 25, "Provides opportunities in which learners are motivated." 18 of the 42 competencies in this section received between 60 and 80% responses in the "Must Know" column. There were competencies numbers: 6, "Selects home economics concepts and generalizations for various subject matter areas to meet the needs of learners in the program", 7, "Selects content of sufficient breadth and depth to meet needs and interests of learners at different developmental levels", 9, "Selects valid criteria and measures to evaluate learning in relation to program objectives", 13, "Develops a scope and sequence for specific subject areas", 14, "Designs units of instruction including concepts, content, learning opportunities, instructional materials and methods of evaluation", 17, "Relates elements of curriculum to daily lesson plans", 18,"Makes a block plan for a subject matter unit", 19, "Develops a daily lesson plan from the block plan", 21, "Develops curriculum which is organized in a continuous, sequential and integrated pattern", 27, "Modifies plans in accordance with instructional conditions and feedback from learners", 28, "Involves learners so that they assume increasing responsibility for their own learning", 30, "Uses appropriate means of preventing student behavior that interferes with or disrupts desired learning", 31, "Uses appropriate means for redirecting student behavior toward productive learning activities and enhances the self-esteem of learners", 32, "Uses the perceptual skills of being aware, receiving, listening and maintaining open communication", 33, "Communicates by using appropriate verbal and non-verbal cues", 34, "Is

clear, concise, and consistent in communicating written, oral and non-verbal messages", 37, "Uses a variety of methods that relate subject matter content and environment to learner characteristics including interests, knowledge, skills, developmental levels and individual learning style", and 41, "Uses laboratory methods to apply principles of production, experimentation, and observation. The ability to motivate learners appears to be of prime importance to beginning home economics teachers, with other students related needs following very closely behind.

Competencies identified for post-graduate study were related to Home Economics Related Occupations (HERO) and societal factors influencing home economics programs, shown in Graph II-APG as competencies 15, "Develops a training plan for various occupations in home economics", and 1, "Identifies and analyzes relevant information about societal factors including related businesses, industries, possible future trends, organizational goals, and resources that have implications for a given home economics program".

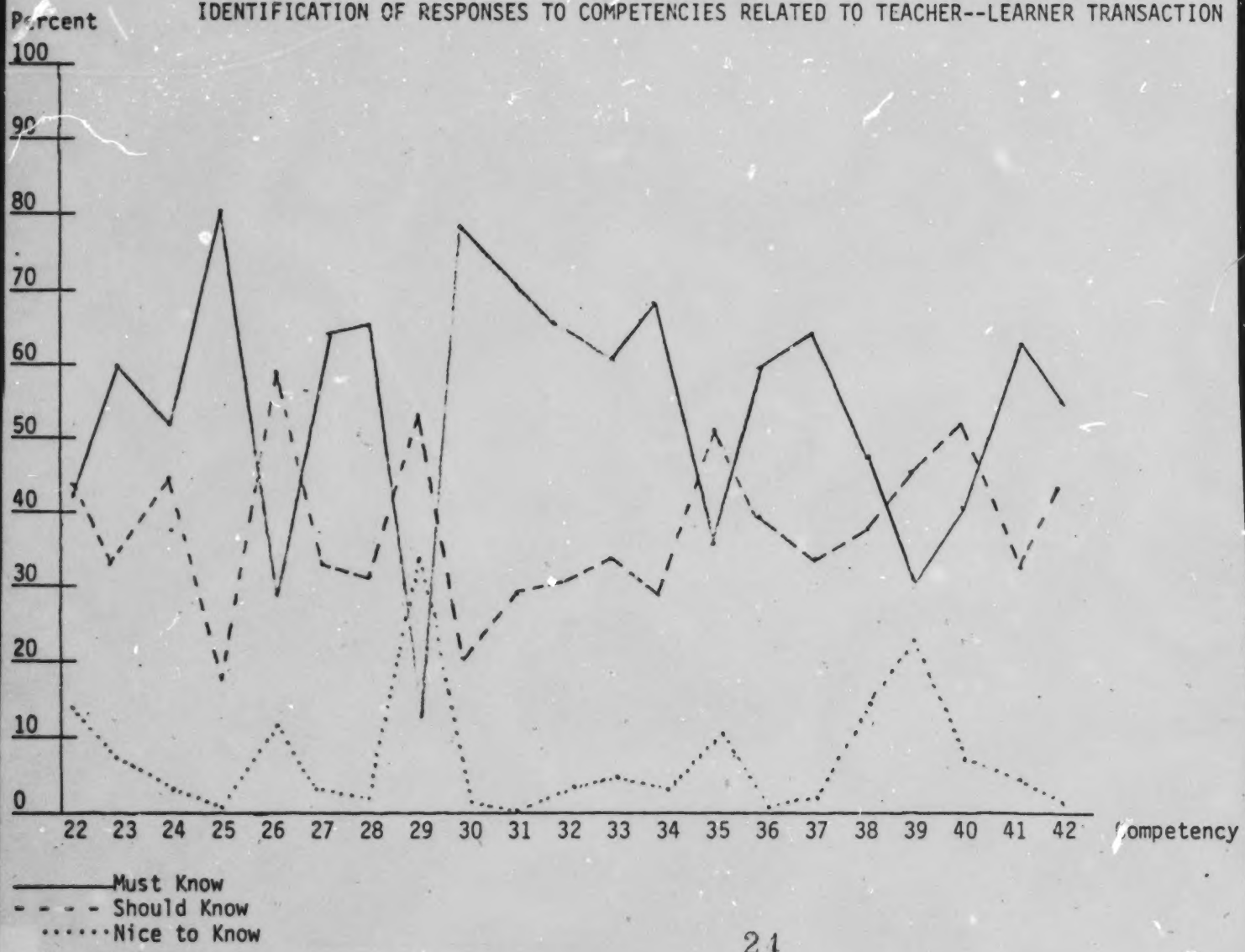
GRAPH II-A Competencies 1-21

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO TEACHER--LEARNER TRANSACTION



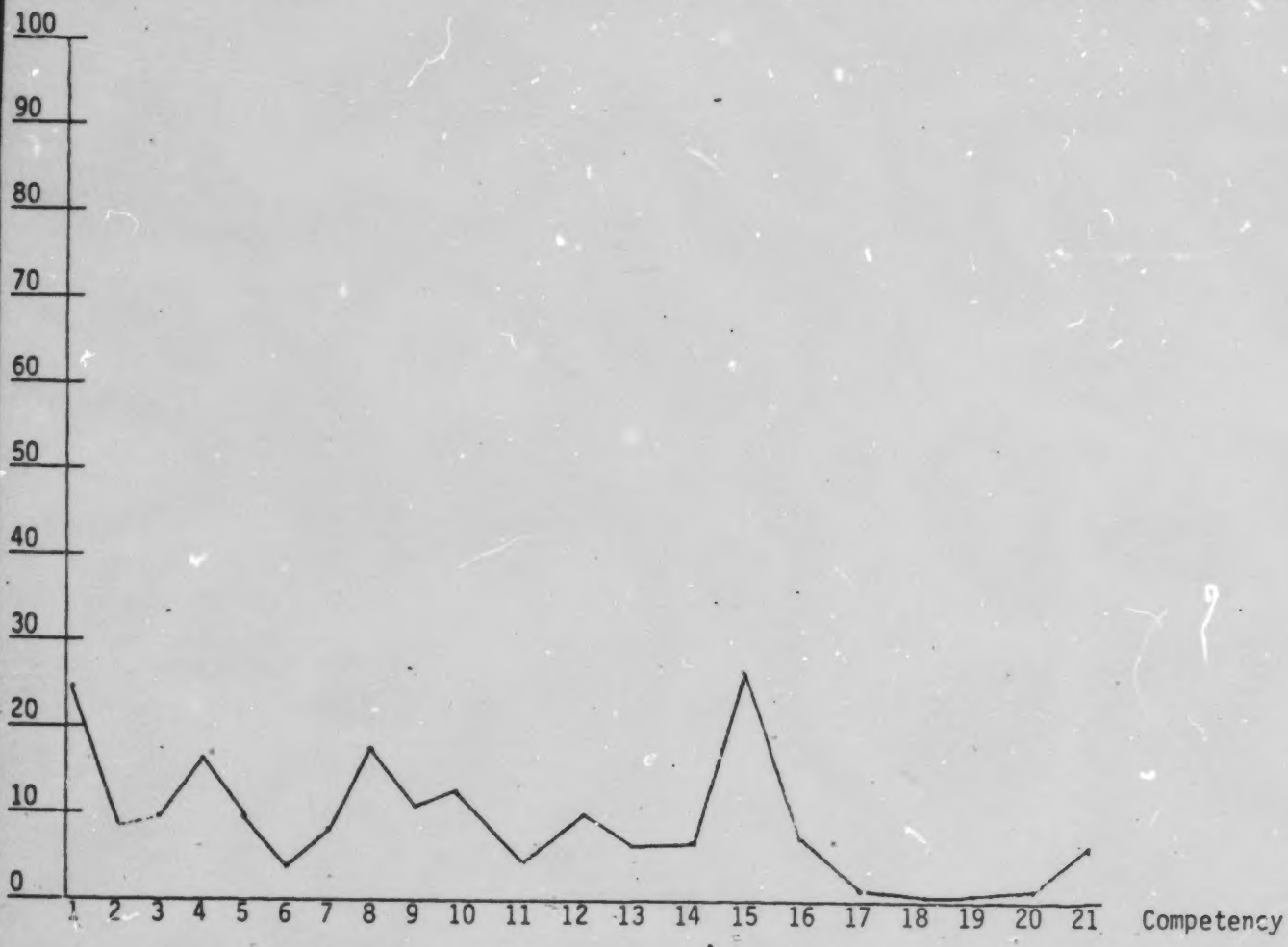
GRAPH II-A Competencies 22-42

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO TEACHER--LEARNER TRANSACTION



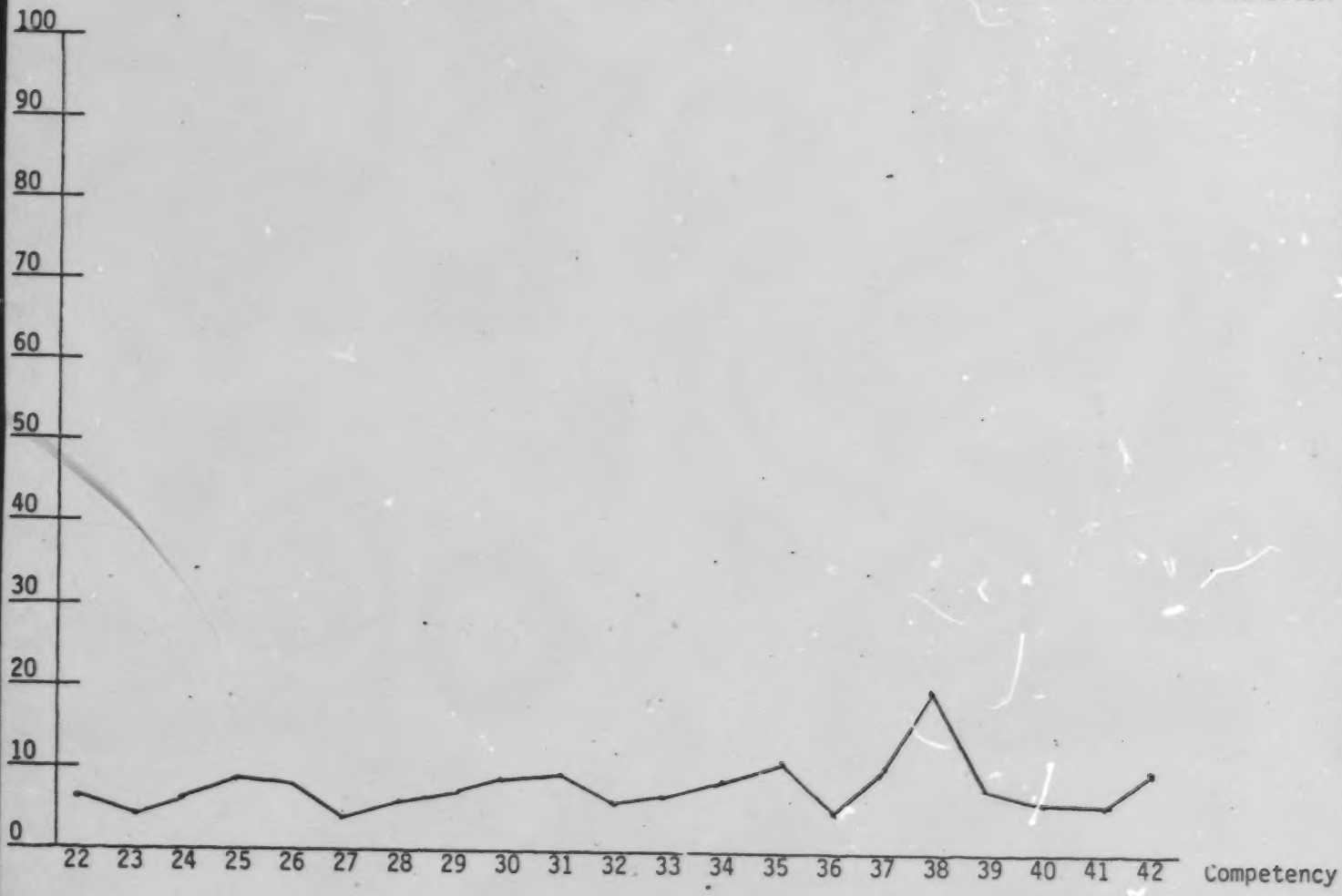
GRAPH II-A Competencies 1-21 PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO TEACHER--LEARNER TRANSACTION



GRAPH II-A Competencies 22-42 PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO TEACHER--LEARNER TRANSACTION



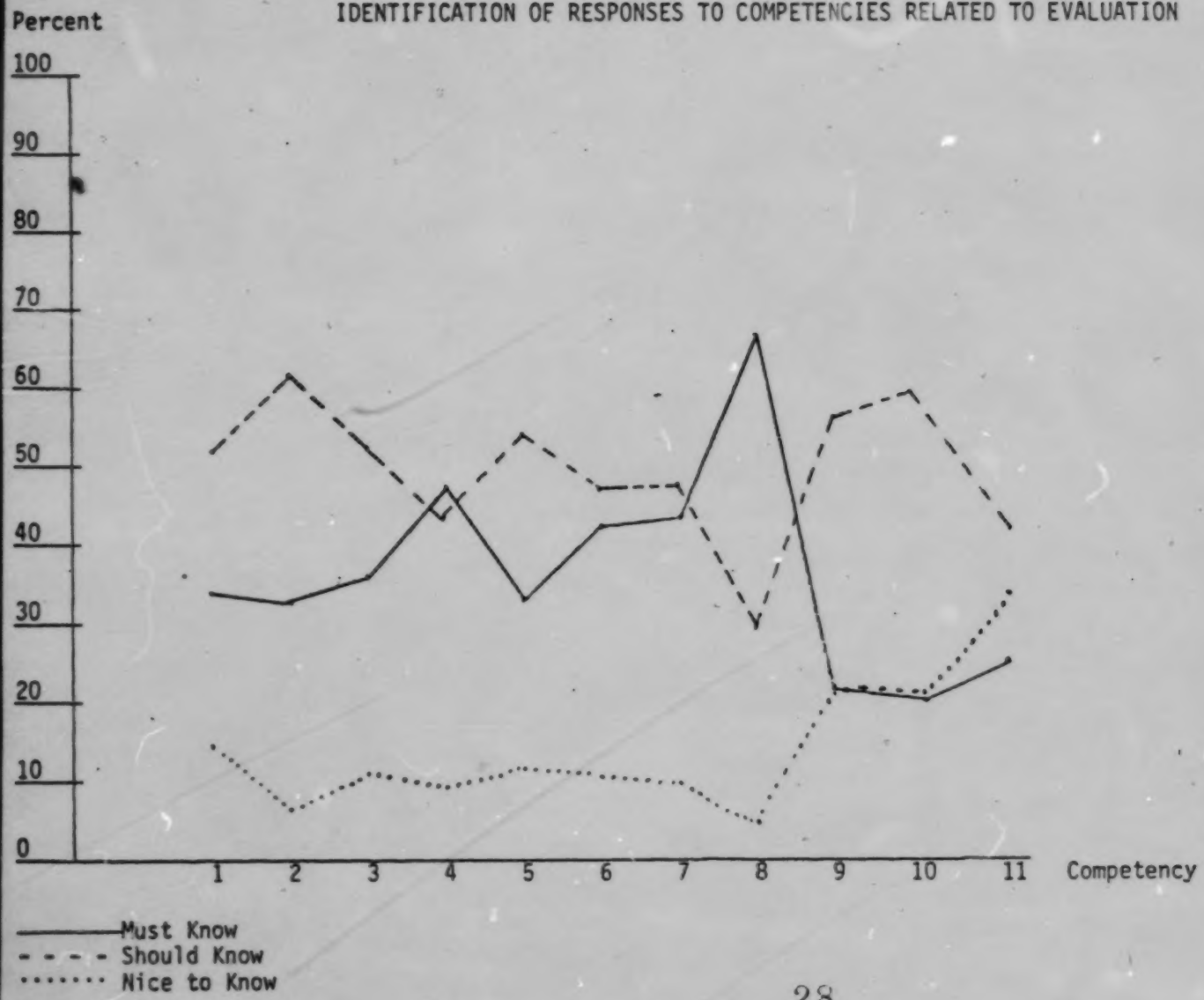
Part II Evaluation

None of the competencies in the evaluation section of Part II were rated above 80% in the "Must Know" column, and only one was rated between 60 and 80%, as noted by Graph II-B. That competency was 8, "Formulates a plan of grading and reporting learner progress, consistent with school policy." The majority of the respondents felt that the evaluation competencies fell in "Should Know" rather than the "Must Know" category. The greatest need in evaluation for the beginning teacher was identified as the ability to formulate a grading plan consistent with school policy.

The competencies identified for graudate study, as identified by Graph II-B PG, were numbers 5, "Uses evaluation techniques to motivate and stimulate learners to diagnose learner's needs to formulate new objectives, to summarize learning outcomes, to obtain feedback and to counsel and guide students", and 10, "Selects, adapts or develops measures to provide valid data needed to identify program directions and modifications."

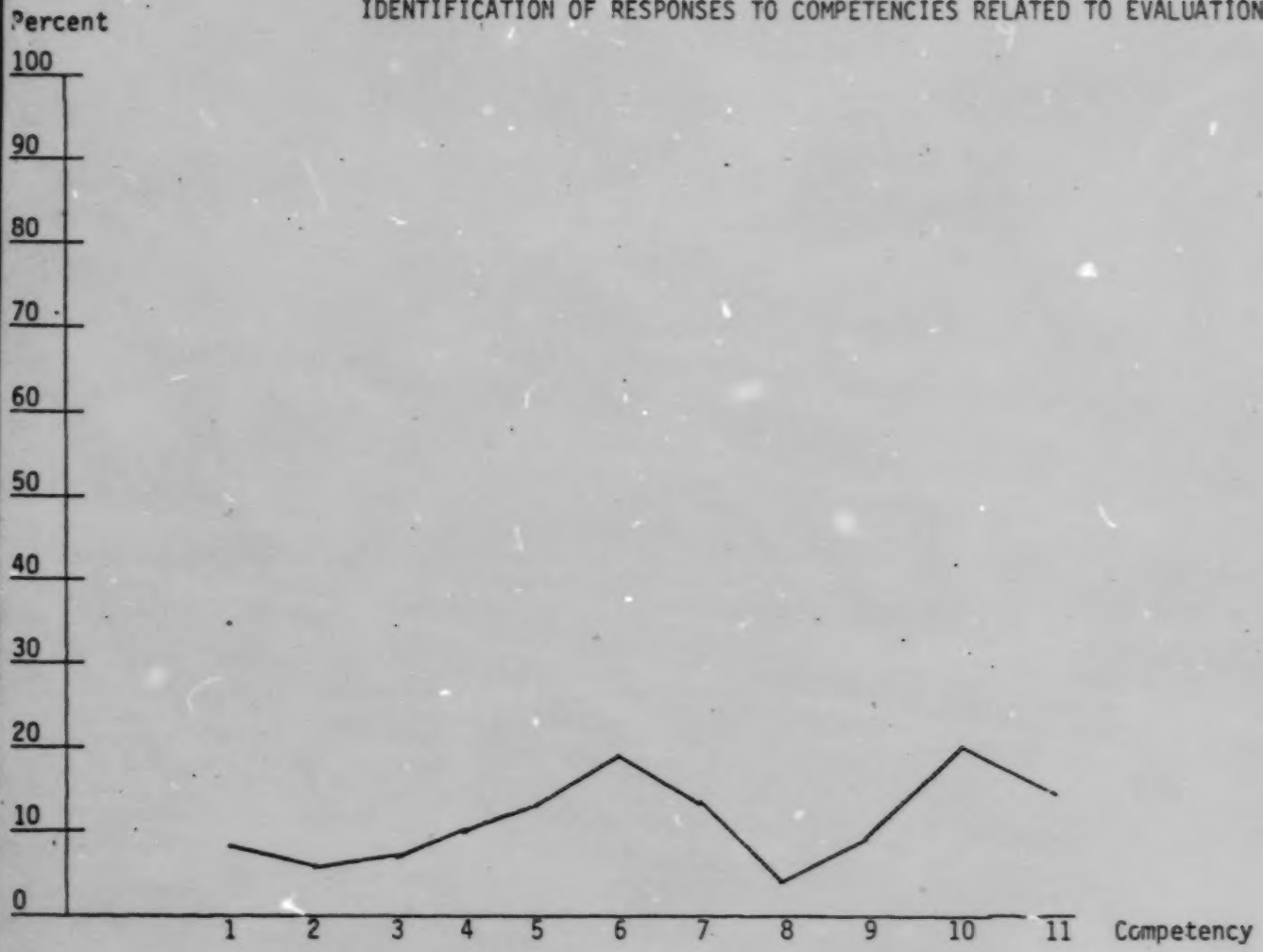
GRAPH II-B

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO EVALUATION



GRAPH II-B PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO EVALUATION



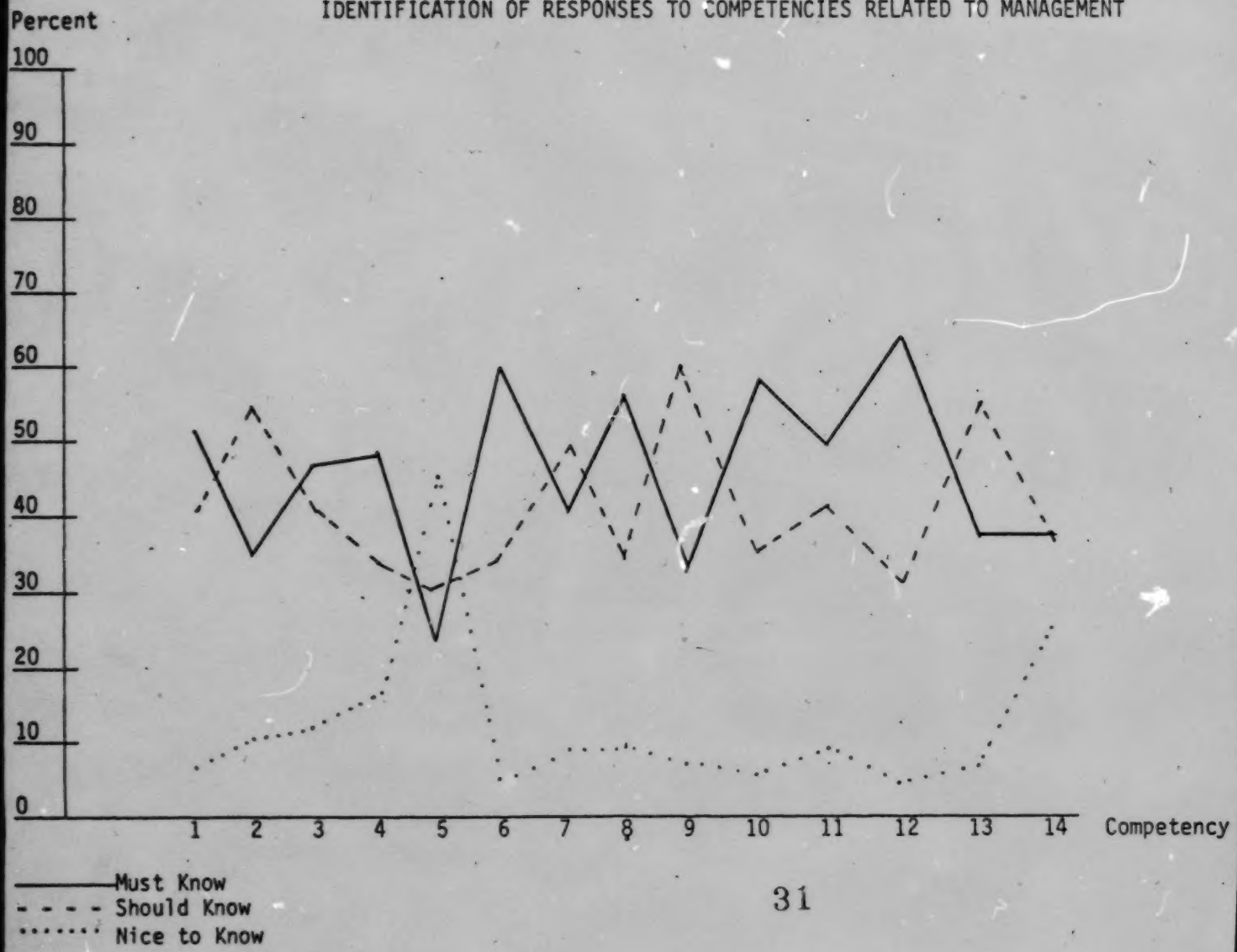
Part II Management

There were no responses above 80% in the "Must Know" column as evident in Graph II-C, and only 1 between 60 and 80% in this column. That was number 12, "Prepares and maintains an inventory of vocational supplies and equipment assigned to the department". Following closely were competencies number 6, "Arranges for the storage and security of supplies and equipment utilized in a vocational homemaking department", 8, "Establishes a plan for directing students in a system of cleaning and maintaining the department", 10, "Prepares an annual itemized budget request for both local and state operating funds provided for departmental operations", and 1, "Applies managerial principles to personal and professional life".

The greatest need in the management area seemed to be in establishing and maintaining an inventory of vocational supplies and equipment. Departmental budget, management, and care of physical facilities were also identified as areas of concern for the beginning teacher. A major post-graduate need, as shown in Graph II-C PG, was identified in this area as competency 5, "Outlines proposal writing procedures necessary to obtain special vocational funding allocations".

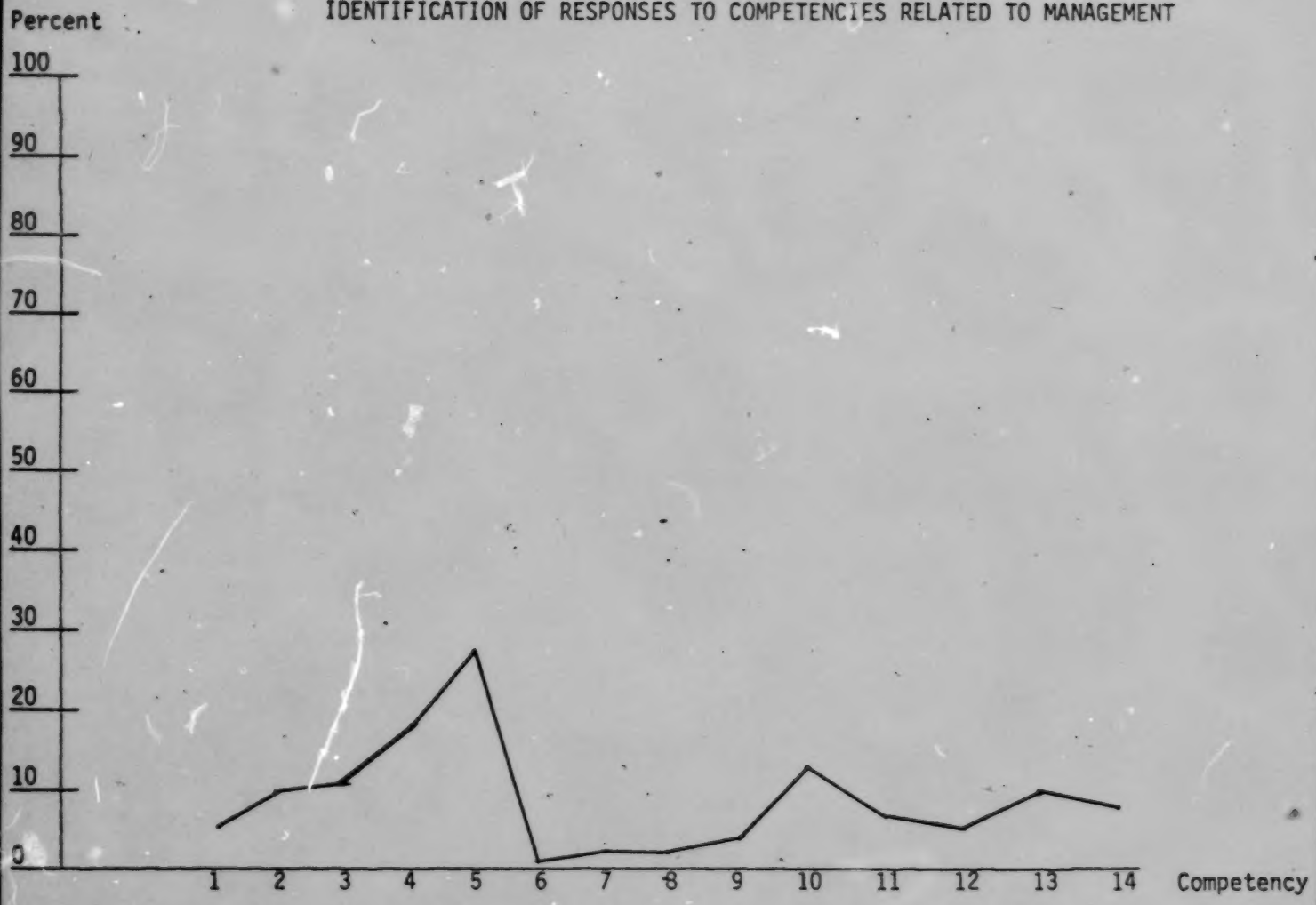
GRAPH II-C

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO MANAGEMENT



GRAPH II-C PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO MANAGEMENT



Part III Subject Matter Areas

Children and Parenting

In the first subject matter area there were no competencies with a greater than 80% response in the "Must Know" column as indicated in Graph III-A. Five competencies were rated between 60 and 80% in this column. They were competencies 5, "Analyzes health factors which contribute to the well-being of the mother and unborn child including medical care--physiological and psychological aspects, and nutrition and drugs," 10, "Explains principles of infant care on physical, mental, emotional, and social development", 14, "recognizes the importance of developing a positive self-concept and its effect upon self-actualization", 15, "Applies the principles of nutrition to meet the needs of the child", and 32, "Identifies potential hazards to children in the home." Apparently, the greatest felt need of beginning teachers of child development was prenatal well-being, infant development, care and nutrition, self-actualization and identification of hazards to children in the home.

20 of the 33 competencies in this section received the highest number of responses in the "Should Know" column. These were competencies number 1, "Describes the concept of parenthood and analyzes adjustment required by Parenthood", 3, "Interprets economic, social, and intellectual factors to consider when planning and preparing for parenthood", 4, "Identifies sources of education for family planning and special adjustment procedures for adoption", 9, "Evaluates various facets of preparing for a baby, such as; emotional preparation, financial planning, housing and equipment space needed and infants clothing", 16, "Assesses factors to consider in the selection of children's clothing in each of the following areas: physical, social, cost, emotional, self-development and care," 17, "Describes influences

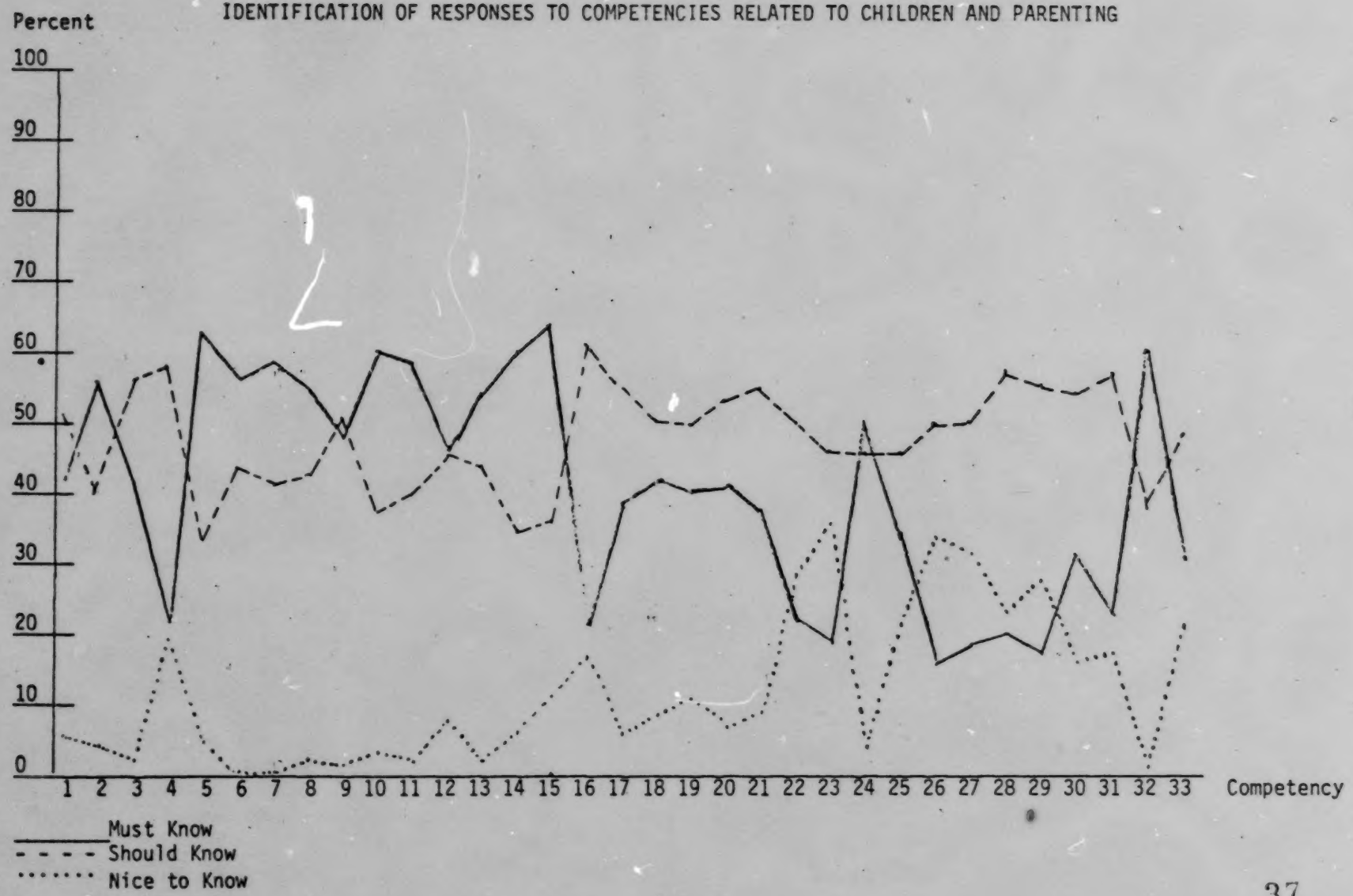
of early experiences, and importance of the family in the development of intellectual skills and the role parents have in providing a 'head start'," 18, "Describes ways each individual differs in potentialities, interests, and abilities", 19, "Recognizes ways one's value system is formed", 20, "Evaluates care and guidance techniques which meet the basic needs of children and contribute to their optimal development", 21, "Explains the value of play and play equipment on the young child's development", 22, "Describes family adjustment, need related problems, services and facilities for an exceptional child", 23, "Selects resources available that allow handicapped children to develop to their fullest potential", 25, "Interprets data on medical advances concerning birth control, pregnancy, nutrition, childhood diseases and immunization," 26, "Analyzes the influence of mobility on the development of a child", 27, "Recognizes and evaluates the effects of cultural patterns that are transmitted from one generation to another (i.e. social, moral, economic and educational values and family customs) on the development and function of the individual and societal units", 28, "Identifies community resources related to child welfare, health and education", 29, "Identifies the adaptations needed for nurturing of children when the family is disrupted", 30, "Describes changes in our society that have placed different emphasis on the roles and responsibilities of family members", 31 "Develops criteria for selecting day-care facilities and/or substitute parents", and 33, "Describes some of the positive and negative roles the mass communication system may have on a child's development."

Those competencies receiving highest responses for post-graduate work, as indicated in Graph III-APG, were those dealing with handicapped and exceptional children. They are number 22, "Describes family adjustment, need related problems, services and facilities for an exceptional child", and 23,

"Selects resources available that allow handicapped children to develop to their fullest potential."

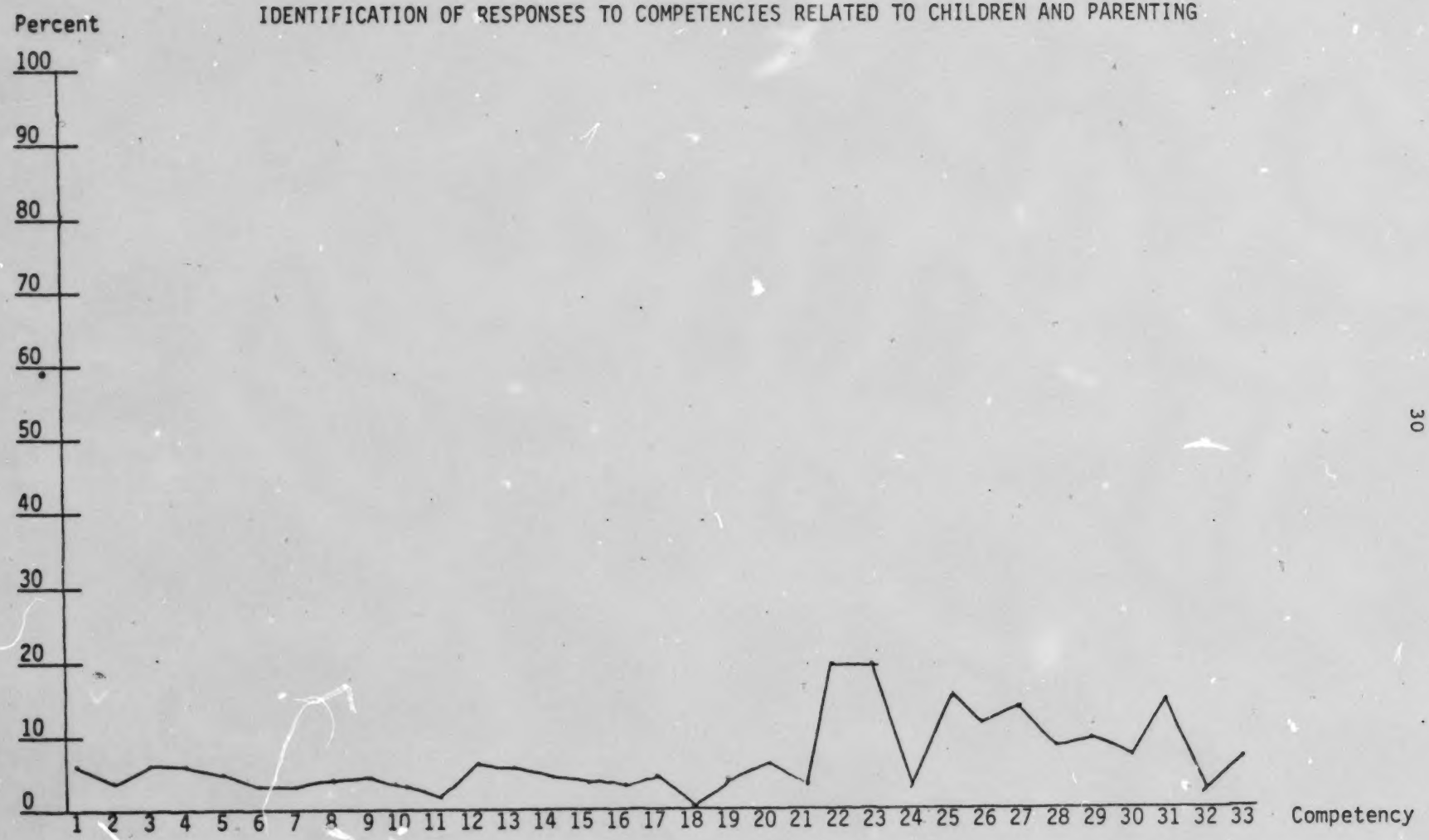
GRAPH III-A

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO CHILDREN AND PARENTING



GRAPH III-A PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO CHILDREN AND PARENTING



Relationships Within Families

None of the competencies in this section received over 80% of the responses in the "Must Know" column, as shown in Graph III-B. Only 3 of the competencies received between 60 and 80% responses in this same column. These were number 4, "Evaluates one's own strengths and weaknesses", 13, "Recognizes individual worth regardless of cultural, social, economic, or educational background," and 14, "Applies the decision making process in solving problems related to home and family, vocational and avocational pursuits." Evaluating one's strengths and weaknesses, recognizing individual worth, and applying decision making processes to societal problems seem to be of greatest concern to the beginning teacher in Idaho.

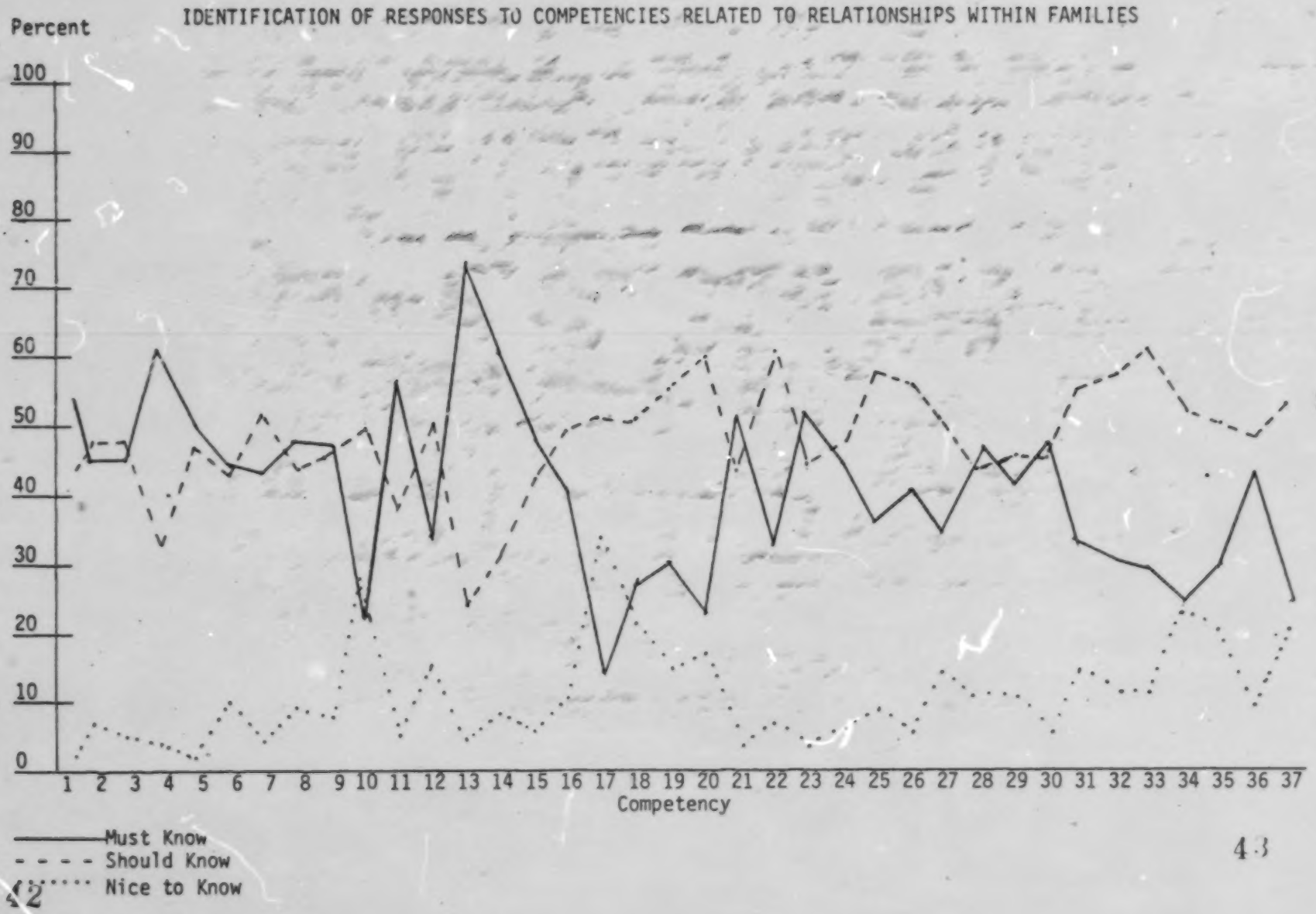
24 of the 37 competencies in this section of the survey received the highest number and percentage of responses in the "Should Know" column. These competencies were numbers 2, "Describes the stages in the family life cycle," 6, "Identifies the responsibility each individual has for his own physical, mental, moral, social, and aesthetic development", 7, "Identifies ways physical, mental, social and emotional maturity affect behavior", 10, "Demonstrates ability to assess psycho-social dynamics of group relationships", 12, "Demonstrates specific supportive interpersonal techniques with individuals and groups, such as; meaningful communication, empathic qualities in self and others and interaction skills to enhance relationships with others," and 17, "Compares similarities and differences of families in the community, nation and the world." Also; 18, "Identifies elements in the changing family structure as they relate to social and cultural demands", 16, "Analyzes family roles in relation to changing socio-economic conditions", 19, "Analyzes changes in society that place different emphasis on roles and responsibilities of family members", 20, "Assesses realistically patterns of heterosexual love

relationships", 22, "Analyzes steps in formation of love relationships", 24, "Analyzes the importance of affection in individual growth and development", 25, "Relates the effect of relationships within the family to orientation for future relationships with others," 26, "Describes the security needs fulfilled by the family", 27, "Compares functions of families and development of individuals", 29, "Identifies ways of sharing family responsibilities," 31, "Analyzes diverse approaches to coping with family stresses and crises," 32, "Applies elements of management to family interaction, such as managerial processes for meeting family goals and assignment of an individual's family tasks", 33, "Illustrates how family relationships and provisions for individual needs are affected by the way resources are managed", 34, "Illustrates how laws pertaining to marriage, divorce, and family welfare reflect the attitude and values of society toward family life", 35, "Uses community services available for families", 36, "Analyzes factors contributing to successful life style as a single person", and 37, "Analyzes career and job opportunities in the field of family life."

A need for graduate work was indicated, as noted in Graph III-BPG, in developing psychological interaction skills as represented by competencies numbers 10, "Demonstrates ability to assess psycho-social dynamics of group relationships", and 12, "Demonstrates specific supportive interpersonal techniques with individuals and groups, such as; meaningful communication, empathic qualities in self and others and interaction skills to enhance relationships with others."

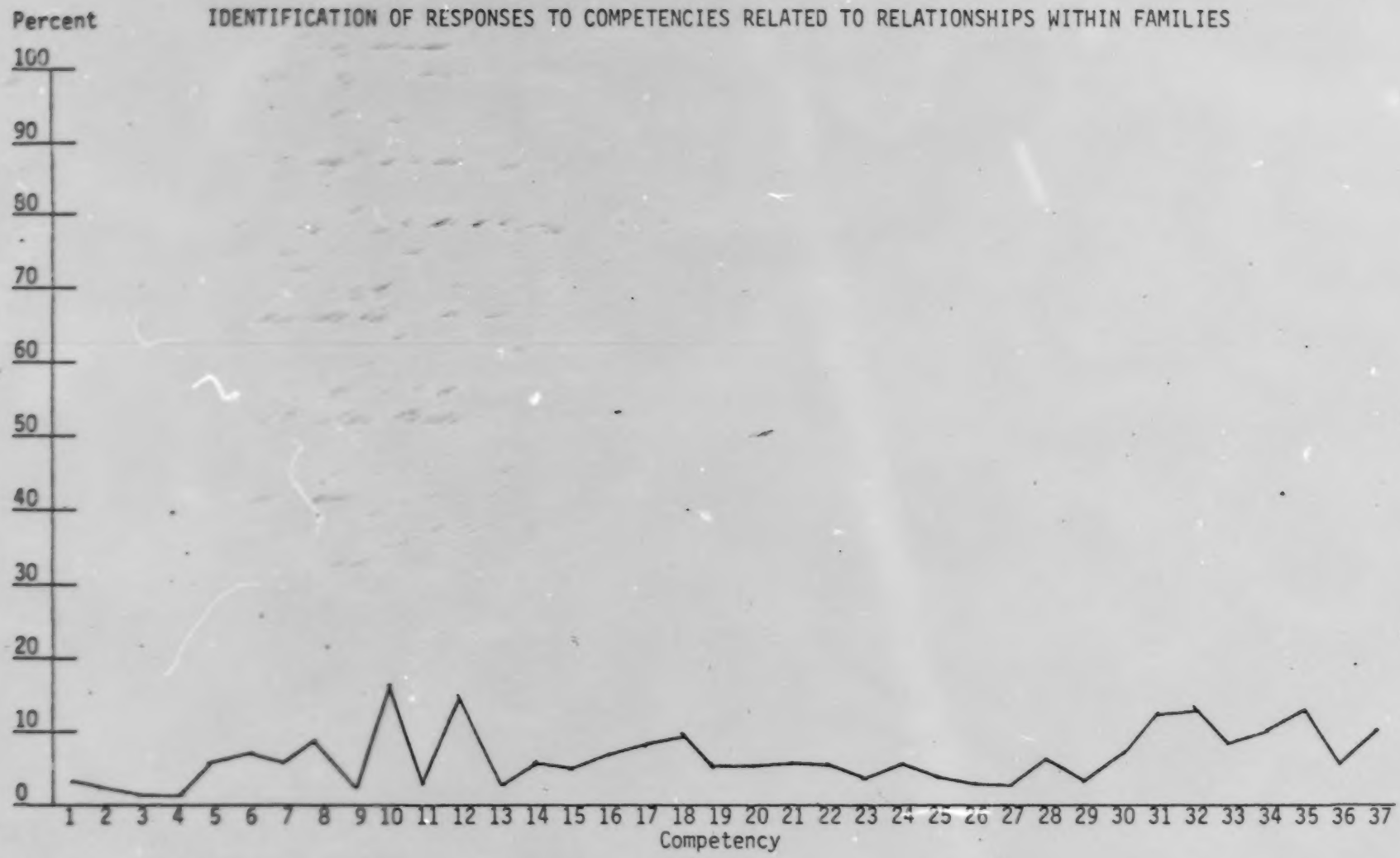
GRAPH III-B

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO RELATIONSHIPS WITHIN FAMILIES



GRAPH III-B PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO RELATIONSHIPS WITHIN FAMILIES



Management of Personal and Family Resources

None of the competencies related to the management of personal and family resources received over 80% of the responses in the"Must Know" column as indicated by Graph III-C. Competency number 22, "Develops guidelines for planning and purchasing food," received just over 60% of the responses in the "Must Know" column. This was followed closely by competencies number 4, "Constructs a spending plan and record system to meet individual needs", 6, "Compares cost, quality, and possible satisfaction of available kinds or forms of goods and services," 7, "Judges labels for content and accuracy", 10, "Compares sources, costs, and types of credit", 15, "Explains consumer use of credit and credit ratings", 16, "Analyzes available banking services for personal and family needs", and 23, "Develops guidelines for selecting and purchasing clothing."

Eighteen of the 31 competencies in the Management of Personal and Family Resources section were rated highest in the "Should Know" column. They were competencies numbers 3, "Applies the decision making process in designing, implementing and evaluating plans for the allocation and use of resources to meet needs and to achieve personal and family goals", 9, "Locates sources of information about consumer goods and services", 11, "Compares materials and construction used in consumer goods with safety and durability obtained", 12, "Analyzes socio-cultural influences on needs and wants", 13, "Demonstrates knowledge of consumer protection agencies and legislation", and 17, "Discusses the principles and purposes of taxation." Also, number 18, "Compares economic security plans--savings, investments, insurance, and retirement plans", 19, "Explains the influences of consumer behavior on retail marketing practices", 20, "Describes the factors that influence housing choices", 21, "Identifies factors that affect choices for

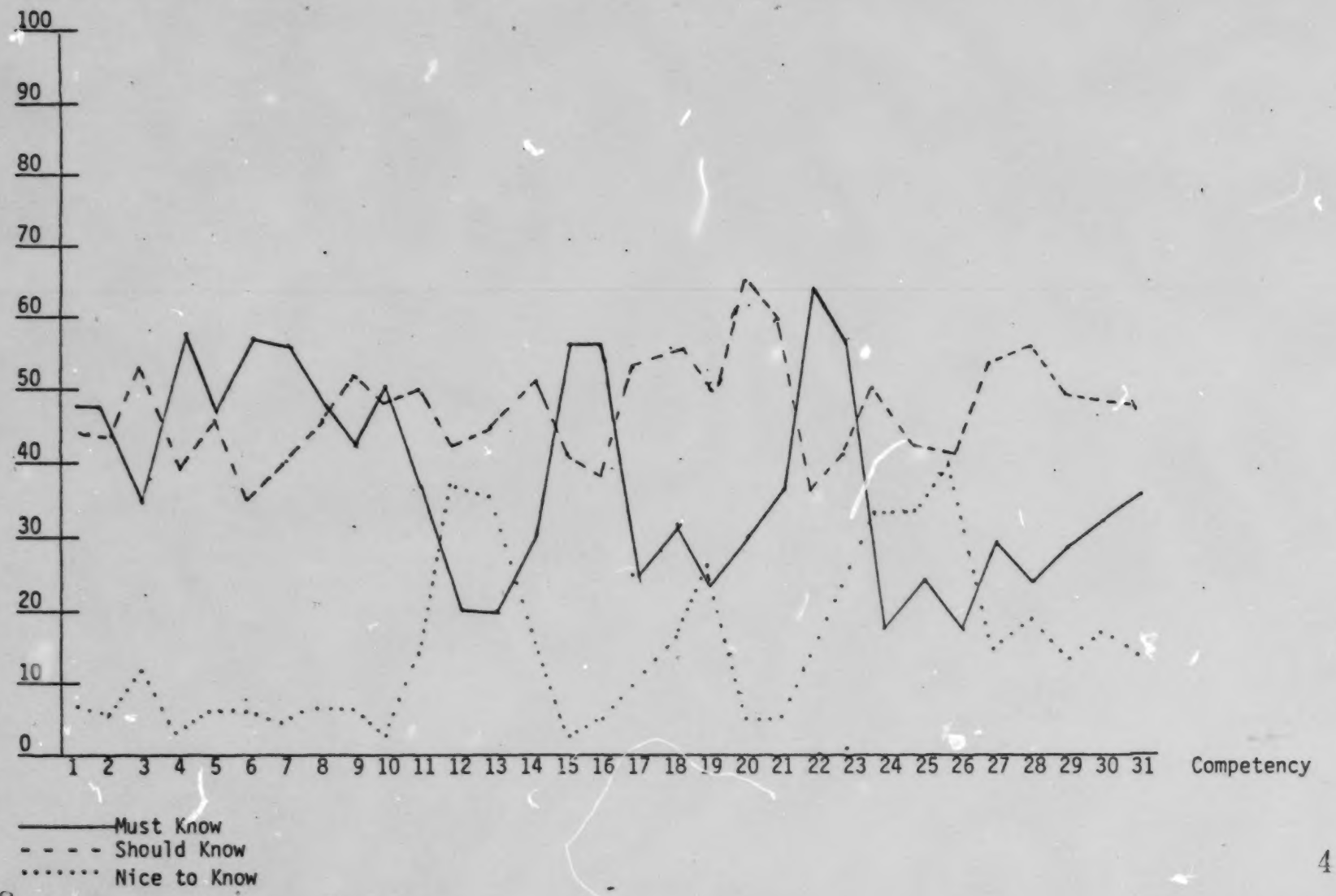
home furnishings and equipment", 24, "Describes the cause and effect of garnishments and bankruptcy on families and economy", 25, "Defines wills and trusts", 27, "Lists factors that influence purchasing of a car or other forms of transportation", 28, "Plans how to include public services available, insurance, and personal knowledge to reach optimum health coverage", 29, "Describes the provisions of liability insurance for the home-owner and car-owner", 30, "Distinguishes differences between the various types of life insurance and plans for comprehensive coverage", and 31, "Analyzes job and career opportunities related to consumer education."

The greatest percentage of teachers responding to the survey did indicate that the beginning teacher in the State of Idaho must have a very high level of competency in subject matter related to the planning and purchasing of food, effective consumerism, budgeting, credit and banking.

Graph III-CPG identifies competencies 13, "Demonstrates the relationship between consumer behavior and the economy", 26, "Explains the current and future implications and benefits of the social security system", and 31, "Analyzes job and career opportunities related to consumer education" as important for post-graduate work. These diverse competencies of social security, consumer behavior, and job and career opportunities related to consumer education seem to merit attention at the graduate level.

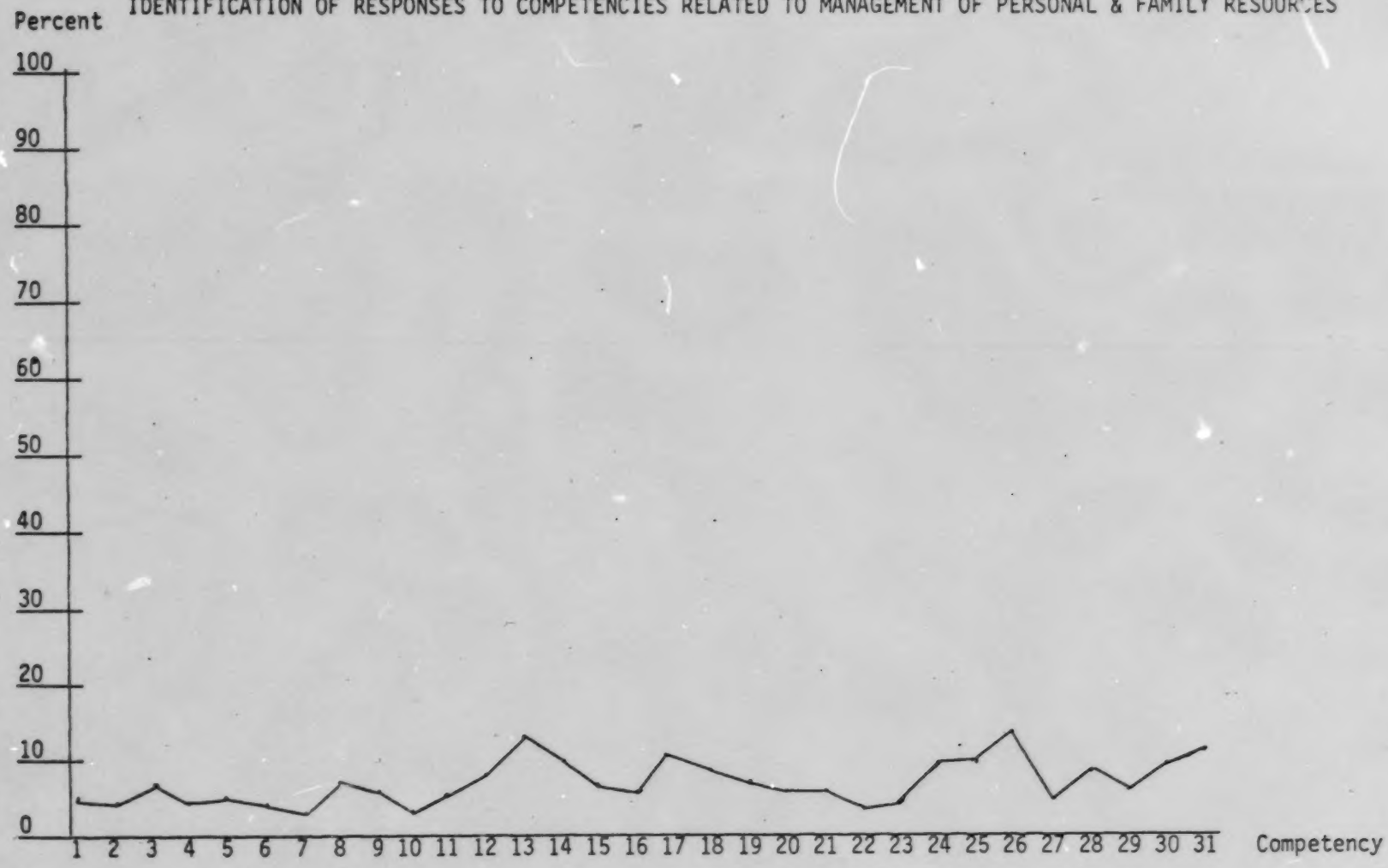
GRAPH III-C

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO MANAGEMENT OF PERSONAL & FAMILY RESOURCES



GRAPH III-C PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO MANAGEMENT OF PERSONAL & FAMILY RESOURCES



Nutrition/Contemporary Meal Management

Four of the 46 competencies in this section received responses greater than 80% in the "Must Know" column as indicated by Graph III-D. These are numbers 1, "Applies knowledge of food nutrients, their functions and their sources to meal planning and food selection as a basis for meeting individual food needs and avoiding nutritional deficiencies", 37, "Applies principles of personal cleanliness when working with foods", 36, "Applies safety precautions in the use of kitchen equipment", and 40, "Applies sanitary practices in handling food and equipment."

Sixty to eighy percent "Must Know" column responses were received by 8 competencies, numbers 3, "Practices good food habits for self," 5, "Explains the relationship of essential minerals and vitamins to good nutrition", 10, "Explains the use of food groupings and their input on menu planning", 31, "Demonstrates competence in selecting and purchasing food for both home and school", 32, "Applies principles of planning, preparing, and serving food which help to make food pleasing in appearance, texture, flavor, and temperature" 33, "Applies the principles of time, temperature, and manipulation of food in maintaining sensory qualities and nutritive values of food", 38, "Chooses selection, purchase, preparation, and storage methods which will enhance or retain the nutritive values of food", and 43, "Selects safe, sanitary preservation methods which will retain the nutritive value and sensory qualities of food,"

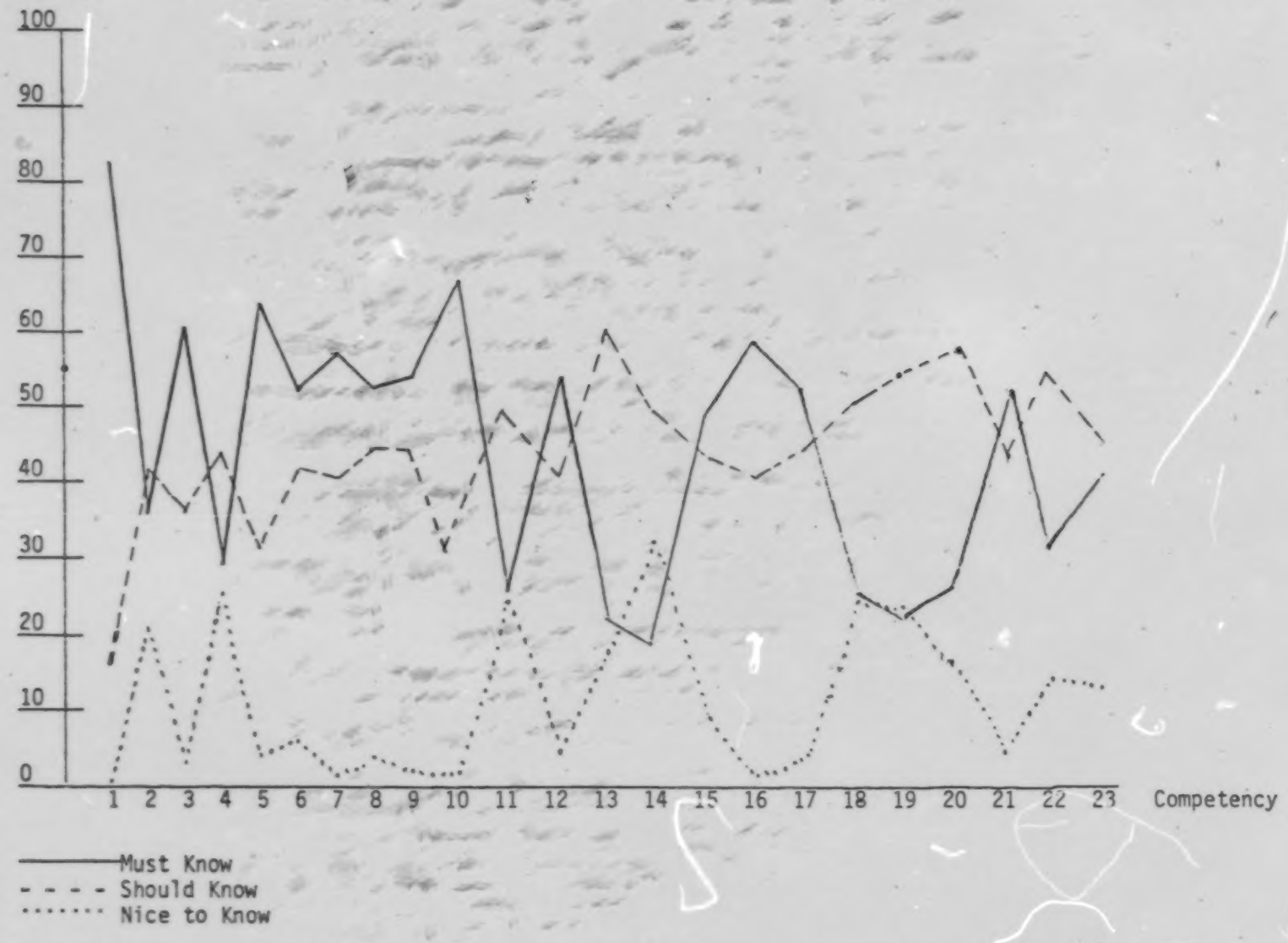
The greatest needs in nutrition education deal with knowledge of food nutrients, safety precautions, personal cleanliness, and sanitation, followed closely by personal nutrition, basic food groups, vitamins and minerals, selection, purchase, preparation and service of food, management of time and energy, and retention of nutritive value of foods through storage and preservation. The beginning home economics teacher in Idaho must be well prepared

to teach food and nutrition in the secondary school classrooms.

Graduate work was indicated in diet therapy and nutritional disorders as evidenced by Graph III-DPG. Competencies which included these topics were number 18, "Distinguishes between nutritional disorders requiring a medical prescription and those requiring primarily dietary adjustments", 24, "Applies knowledge about food additives to selection and evaluation of food products", 26, "Compares laws and programs designed to help the consumer with effects they have had upon food in the market-place", 28, "Assesses the impact of consumer choices upon the availability, quality, and cost of food in national and world-wide market-places", 41, "Analyzes the relationship between the physical and chemical composition of food and preparation, preservation, and service of food", and 44, "Identifies city, county, and state health ordinances for commercial and public food service."

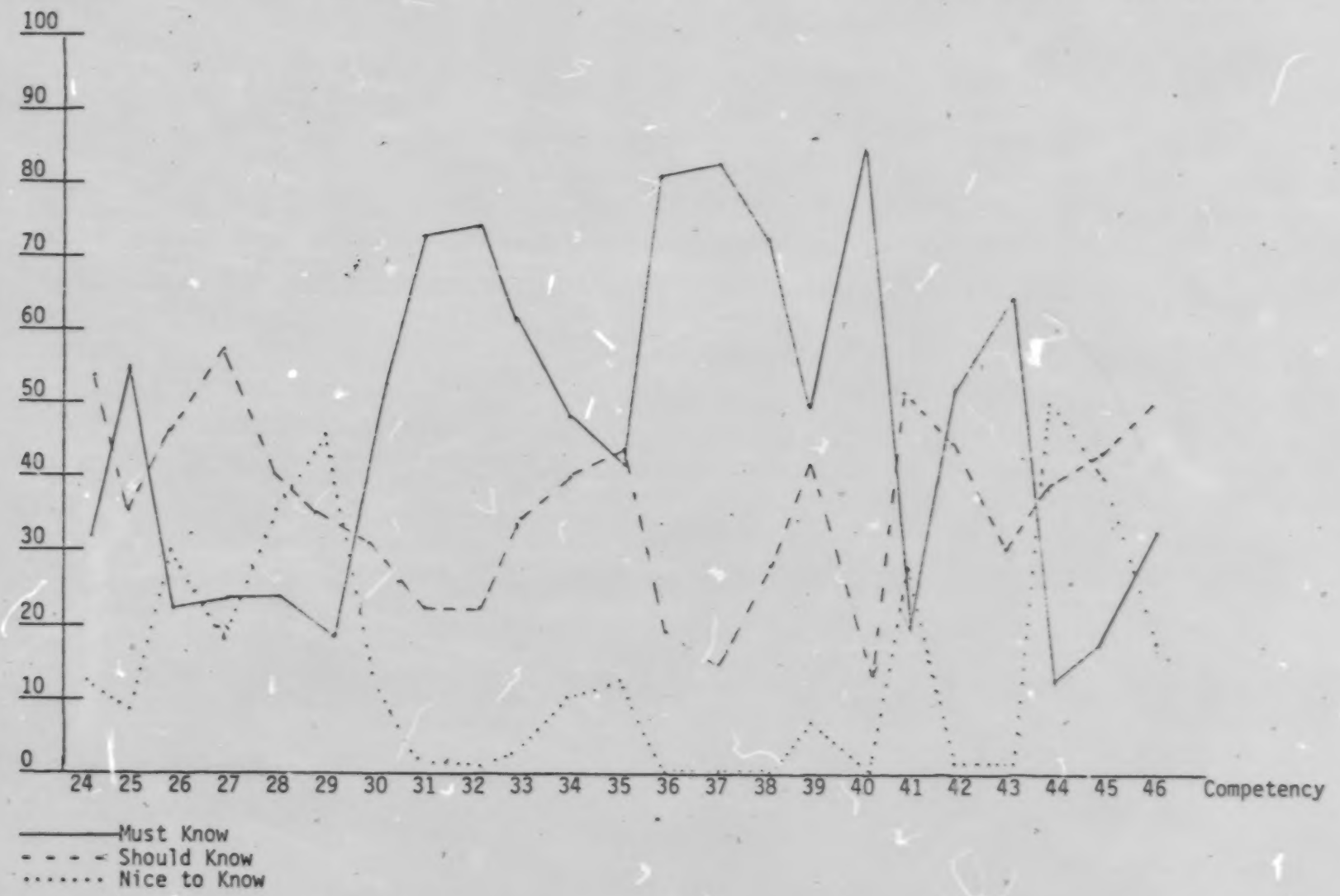
GRAPH III-D Competencies 1-23

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO NUTRITION/CONTEMPORARY MEAL MANAGEMENT



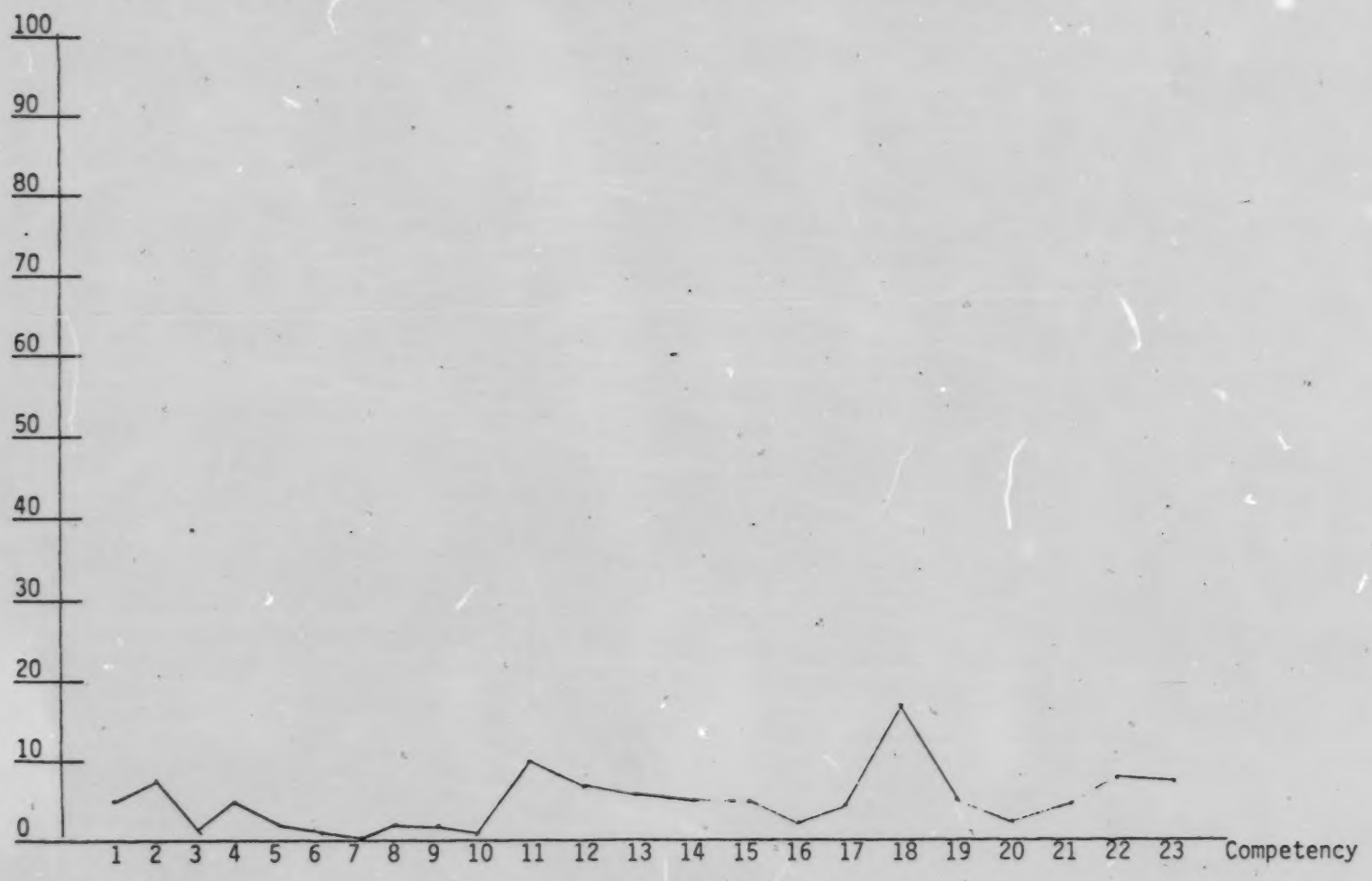
GRAPH III-D Competencies 24-46

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO NUTRITION/CONTEMPORARY MEAL MANAGEMENT



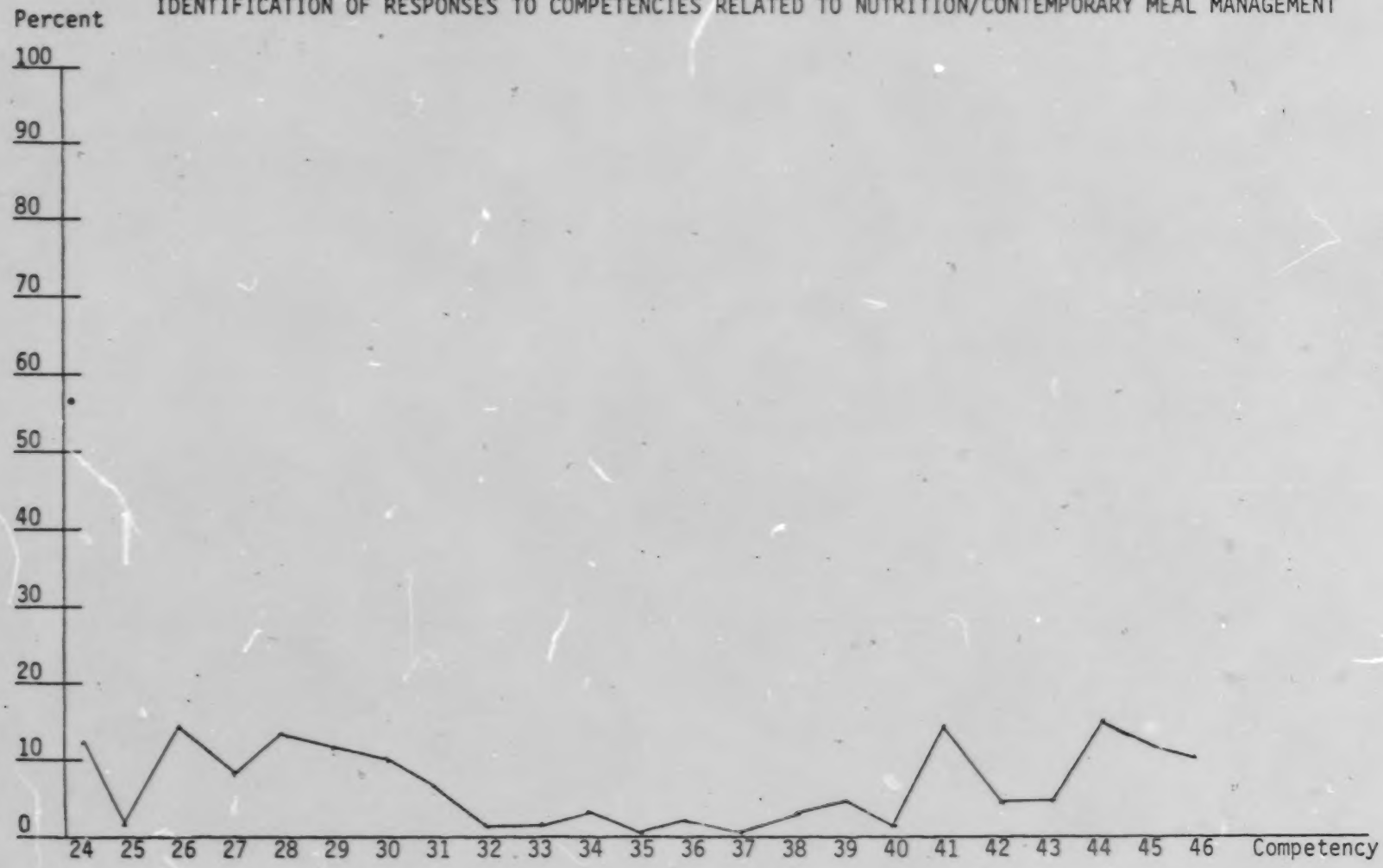
GRAPH III-D Competencies 1-23 PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO NUTRITION/CONTEMPORARY MEAL MANAGEMENT



GRAPH III-D Competencies 24-46 PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO NUTRITION/CONTEMPORARY MEAL MANAGEMENT



Clothing/Fashion and Fabrics

Only one competency was rated higher than 80% in this section, as noted in Graph III-E. This was number 20, "Demonstrates basic clothing construction skills: including selection of patterns, fabrics, notions and management techniques in construction (layout, cutting, marking, and sewing) of interfacings, underlinings, interlinings, linings, closures, fasteners, facings, hems, necklines, collars, pockets, seams, seam finishes, sleeves, trimmings and waistbands."

Six of the competencies received responses between 60 and 80% in the "Must Know" column. These were competencies numbers 2, "Applies principles of clothing selection to self", 5, "Demonstrates skill in selection, use and care of sewing equipment", 6, "Analyzes fabric characteristics in relation to performance and intended use", 17, "Judges quality, suitability and durability of garment construction", 19, "Executes fitting and alteration skills for various figure types when constructing and altering garments", and 23, "Exhibits ability to operate sewing equipment used in the home and in industrial institutions."

11 of the 24 competencies in this section received the highest percentage of responses in the "Should Know" column. These were numbers 1, "Analyzes the effect of physiological, social and psychological aspects of textiles and clothing in relation to the development of the individual", 7, "Describes available consumer aids and protection in purchasing clothing and fabrics", 8, "Analyzes personal and family values and goals in the selection of clothing", 9, "Interprets the effect of clothing upon prestige, acceptance, and self-confidence", 10, "Relates clothing to expression of creativity and personality", 11, "Evaluates the influences of advertising upon clothing and textile choices",

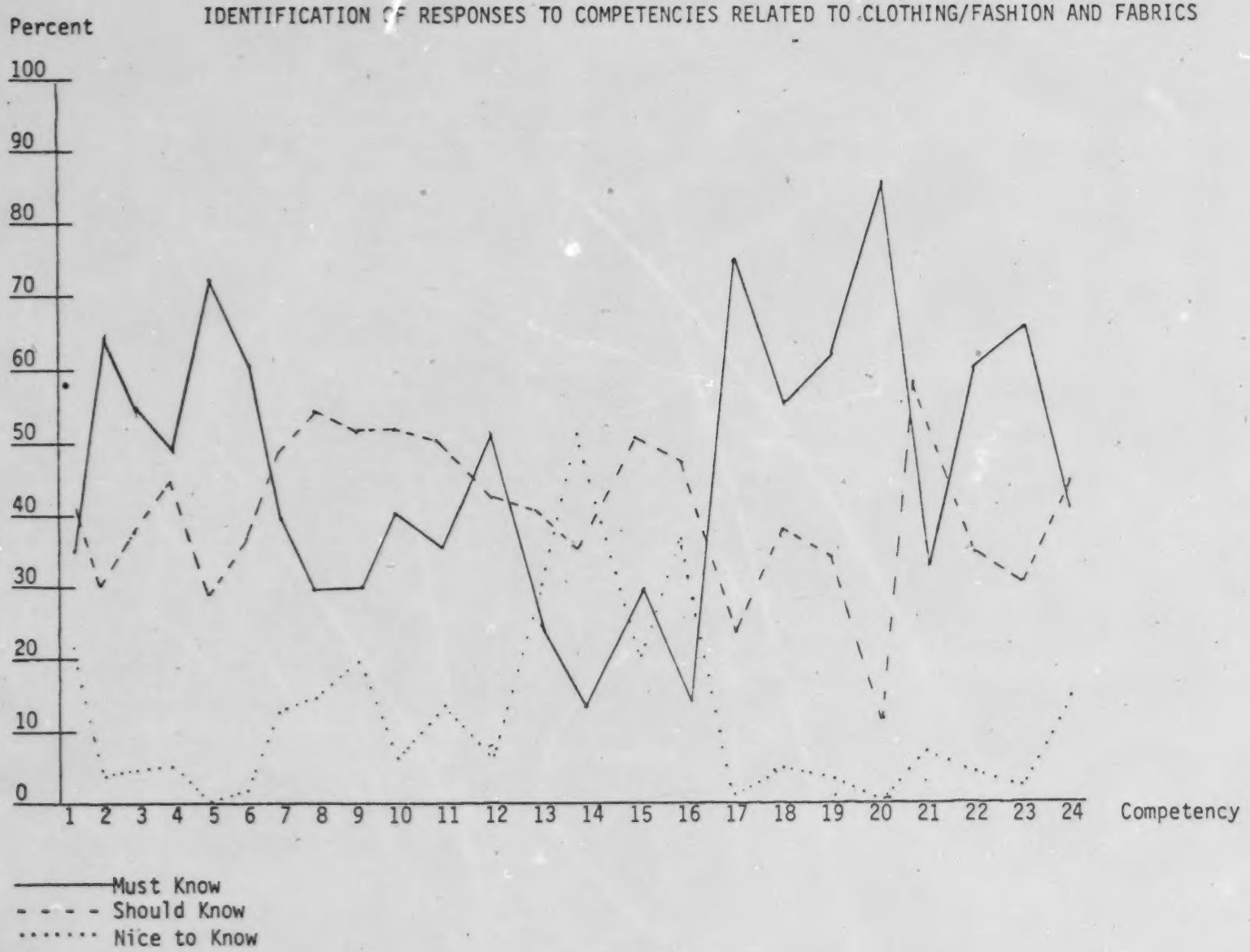
13, "Analyzes present day events and conditions in relation to clothing design and selection", and 15, "Assesses the impact of consumer choices on availability, quality, and cost of clothing and textiles. Also, number 16, "Appraises the effect of production and distribution of clothing and textiles on the consumer", 21, "Evaluates the trade-offs among the time, money, and aesthetic values in decisions to make, repair, alter, or recycle garments and other textile products", and 24, "Exhibits ability to relate textiles and clothing to career and job opportunities."

It is evident that the beginning teacher is expected to have a high degree of knowledge related to clothing construction techniques. Personal clothing selection, selection and operation of sewing equipment, analyzing fabric characteristics, judging quality in construction, and fitting and alterations are also of high priority to the beginning home economics teacher in Idaho.

Graduate work, as indicated by Graph III-EPG, was identified in the areas of psychological and sociological and economical aspects of clothing by competency number 14, "Compares world and national moral, social, and economic influences on clothing practices", and 16, "Appraises the effect of production and distribution of clothing and textiles on the consumer."

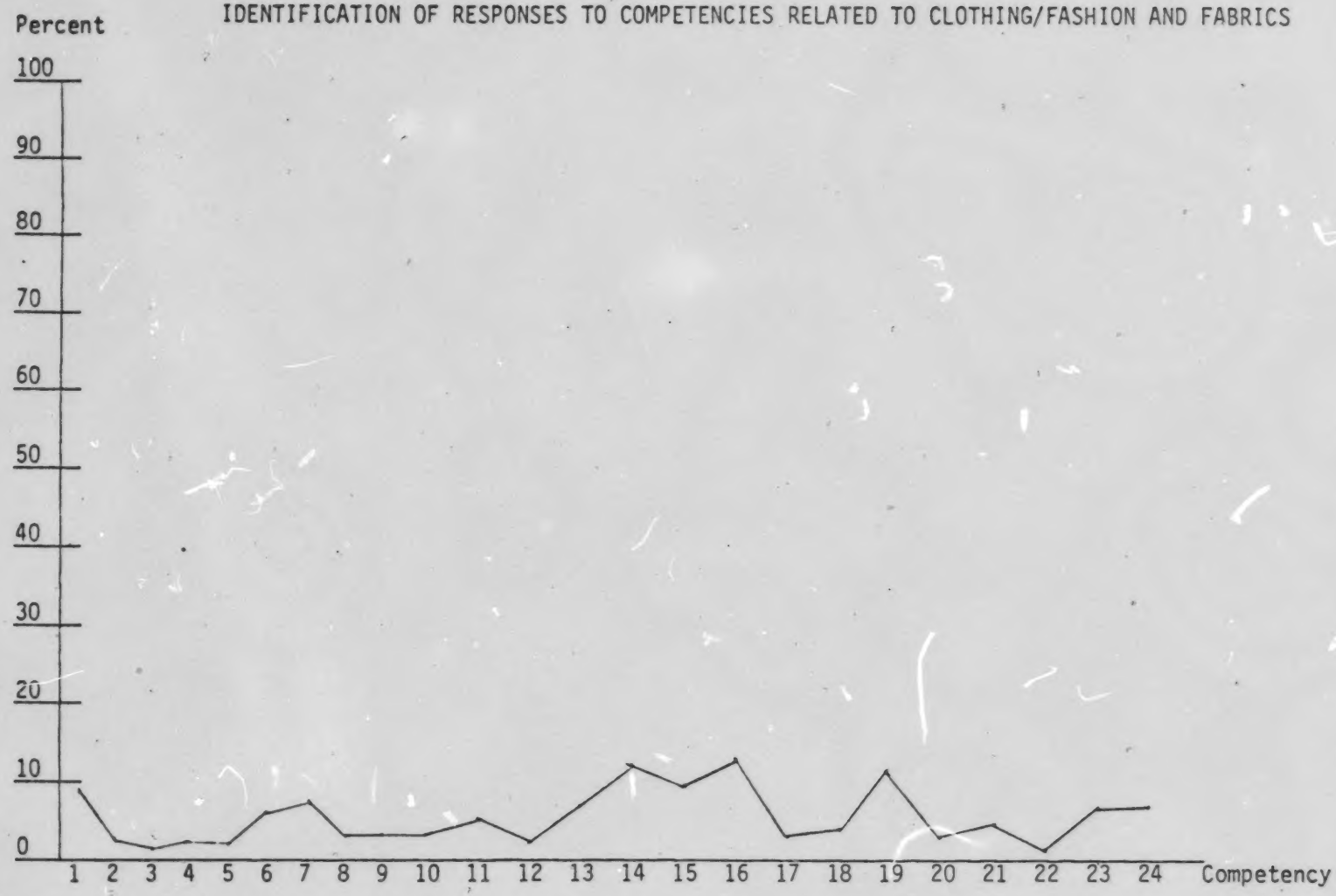
GRAPH III-E

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO CLOTHING/FASHION AND FABRICS



GRAPH III-E PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO CLOTHING/FASHION AND FABRICS



Environment for Living

Only one of the competencies in this section, as evident in Graph III-F, was rated above 60% in the "Must Know" column, and none were rated above 80%. The one above 60% was competency number 8, "Organizes the kitchen space and household equipment for efficiency." Following closely behind were competencies 3, "Evaluates the type of housing which will meet the needs of the family (Physical, social, psychological, and economic)", 5, "Organizes color, texture, and patterns of interior materials to produce an environment satisfactory to the individual or family", 7, "Analyzes house plans for traffic patterns, noise and quiet areas, and private and public spaces", 9, "Evaluates the storage adequacy of a house plan", and 10, "Develops guidelines for decision making in the selection, care, and use of home furnishings and equipment."

Ten of the eighteen competencies in this section received the highest percentage of responses in the "Should Know" column. They were numbers 1, "Proposes space organization and space requirements for individuals and families at various stages of the family life cycle", 6, "Illustrates how housing choices affect family interaction", 11, "Selects factors influencing home maintenance responsibilities (routine and occasional care, repair, renovation and remodeling)", 12, "Relates the effect of the exterior environment (landscaping, neighborhood, and community) to the satisfaction of the individual or family", and 13, "Relates the availability of building materials and processes, furnishings and equipment to decisions concerning housing." Also, number 14, "Analyzes the legal and financial aspects of obtaining and maintaining housing, home furnishings and equipment", 15, "Analyzes local, state, and federal policies as they influence family housing", 16, "Evaluates societal changes on housing, home furnishings and

equipment", 17, "Compares educational preparation and competencies needed for housing related occupations", and 18, "Evaluates all aspects of housing from the standpoint of diminishing natural resources."

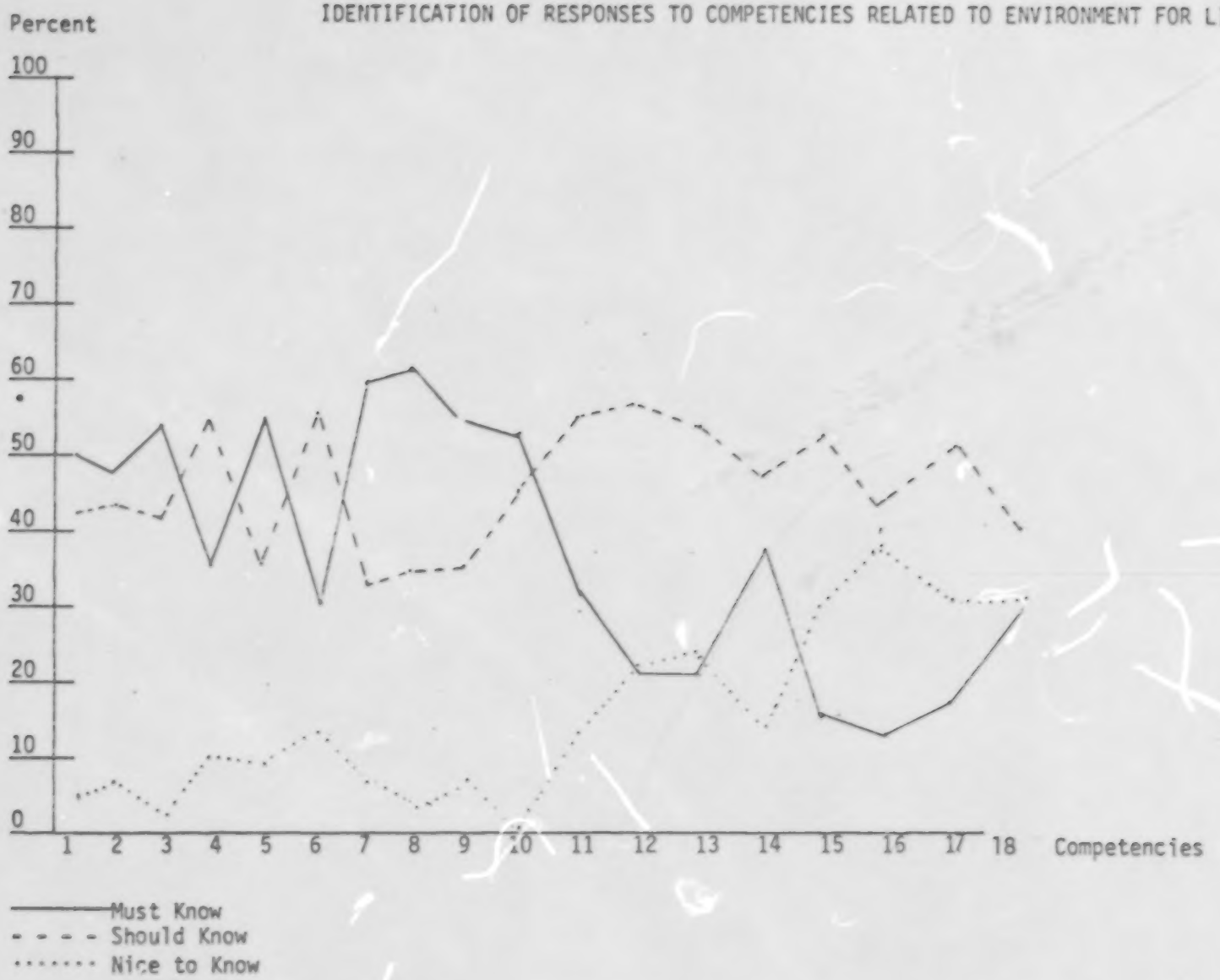
Kitchen planning seems to be the most important competency for a beginning teacher to possess. It is also noted; however, that human values and goals in relation to housing, interior design, home planning, and the selection, use, and care of home furnishings and equipment were important competencies for the beginning teacher.

Those areas identified for graduate study, as noted in Graph III-FPG, concerned housing alternatives related to diminishing natural resources, number 18, "Evaluates all aspects of housing from the standpoint of diminishing natural resources", and number 16, "Evaluates societal changes on housing, home furnishings and equipment."

The home economics teachers in the State of Idaho feel that the competencies related to professionalism, concern for the students, and motivation of students are the most important competencies for an entry level home economics teacher to possess. Subject matter competencies, as a group, are rated lower in importance.

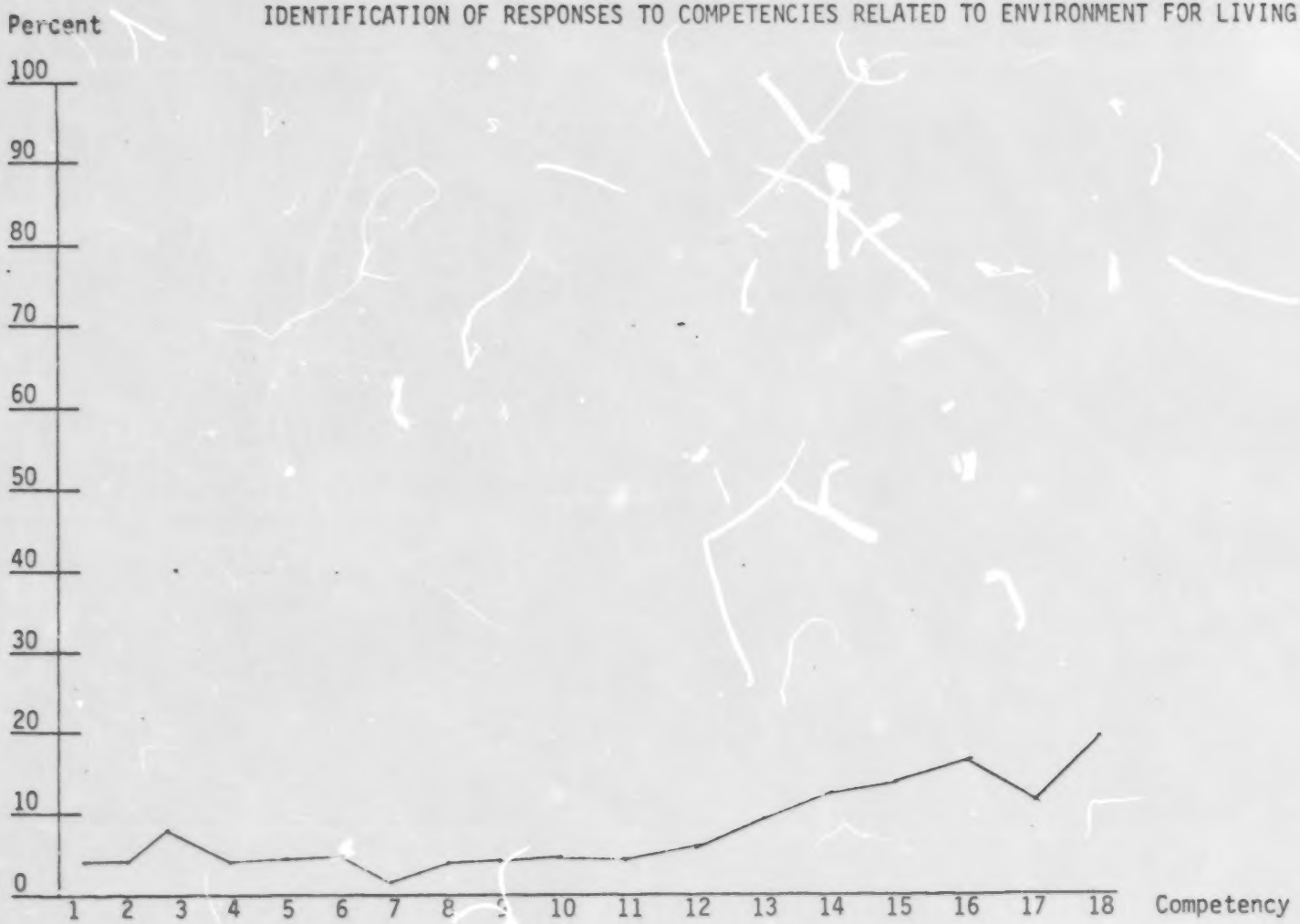
GRAPH III-F

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO ENVIRONMENT FOR LIVING



GRAPH III-F PG

IDENTIFICATION OF RESPONSES TO COMPETENCIES RELATED TO ENVIRONMENT FOR LIVING



Idaho State University
Department of Consumer Economics
POCATELLO, IDAHO
83209

August 8, 1977

Lois Schaff
Kamiah High
Kamiah, Idaho 83536

Dear Ms. Schaff,

We are conducting a survey to determine the basic competencies needed by a beginning home economics teacher in the State of Idaho. We need your help to accurately ascertain the exact competencies you must perform in teaching.

The American Home Economics Association has established competencies nationally, but we need to know what unique competencies Idaho requires of you. After tabulating your reactions we will be able to evaluate the home economics teacher education programs in the three institutions of higher learning in the State; thus better qualifying our graduates to teach.

With your knowledge and experience of teaching in Idaho, will you please help us by checking the following questionnaire? Check the "must know" column if you feel the competency is essential for a beginning home economics teacher to have. Check the "should know" column if it is a competency most teachers will be called upon to perform but could be learned on the job. Check the "nice to know" column if you feel it would be helpful for a home economics teacher to be acquainted with the competency. The "post graduate" column is for you to indicate the competencies you feel are necessary for a home economics teacher, but could be acquired in classwork after graduation while on the job.

As participants in this study you will not be identified in any way on the materials reported. Your name will be used only for further correspondence and to insure that we have a representative sample. Be assured that your contribution to this study will enhance the training and effectiveness of future home economics teachers.

Thank you very much for your cooperation with this project.

Sincerely,

Helen C. Condie

Helen C. Condie
Associate Professor

Emma Gebo

Emma Gebo
Instructor

APPENDIX B

A Survey to Identify

BASIC COMPETENCIES FOR ENTRY LEVEL

VOCATIONAL HOME ECONOMICS TEACHERS IN THE STATE OF IDAHO

Year of college graduation 1937-1977

Years of teaching experience 0-34

Currently teaching: 33 junior high
98 senior high
12 jr./sr. comb.

Check level of education completed:

45 Bachelor's
40 Bachelor's + 15 credits
23 Bachelor's + 30
17 Bachelor's + 45
1 Master's
17 Master's + ___ credits

INSTRUCTIONS: The pages which follow contain statements related to the basic competencies for beginning home economics teachers. Using your experience in teaching as a basis, evaluate each statement to indicate the level of competency required for a beginning teacher.

Place an X in the one of the first three columns which most closely indicates your feelings about the competency in relation to an entry level beginning teacher. Mark the fourth column when you feel that further study in this area would be beneficial to the teacher.

must know = A mark in this column indicates that you feel the beginning home economics teacher must know, and should be able to carry out or teach this competency.

should know = A mark in this column indicates that you feel the beginning teacher should have a working knowledge of this competency and with some additional study or application could carry out this competency.

nice to know = An X here would indicate that you feel the beginning home economics teacher should be acquainted with the terms and operational functions and with study could learn to carry out this competency.

post graduate = A mark in this column means that you feel this competency is of importance and should be pursued at the 5th year or Master's level of study.

At the end of each section of competencies are several blanks. PLEASE add any additional competencies which you feel are necessary for the first year teacher.

PART I

EDUCATOR'S ROLE

	Must Know %	Should Know %	Nice to Know %	Post Grad. %
1. Identifies basic personal beliefs in relation to home economics, education and society.	59.1	29.9	10.9	2.8
2. Communicates personal philosophy of home economics, education, and society.	43.7	45.2	11.1	2.8
3. Identifies and considers conditions and needs prevalent in contemporary society and education	50.0	44.0	6.0	7.8
4. Makes decisions in educational setting consistent with professional beliefs.	52.2	39.6	8.2	3.5
5. Describes the various roles expected of a home economist in educational settings	45.5	41.8	12.7	4.3
6. Plans for attainment of goals and objectives of the teaching profession through professional organizations.	28.4	53.7	17.9	9.2
7. Exhibits pride, confidence and enthusiasm for work and the profession.	89.0	8.8	2.2	2.8
8. Explains contributions of vocational home economics to the total educational system.	50.4	42.1	7.5	7.8
9. Keeps professionally relevant information in confidence	77.7	21.5	0.8	2.8
10. Plans for continuous personal and professional growth .	60.0	34.1	5.9	12.1
11. Predicts consequences of educational decisions/assumes responsibility for related behavior	50.8	40.6	8.6	7.1
12 Establishes interpersonal relationships for working constructively with:				
a. students	84.6	15.4	0	3.5
b. co-workers	66.4	33.6	0	
c. other school personnel	57.7	38.7	3.6	2.8
d. administrators	75.0	24.3	.7	4.3
e. parents.	69.3	29.9	.7	4.3
f. community.	57.8	39.3	3.0	
13. Identifies and analyzes social and legislative issues that affect the well-being of individuals, families, and the community	12.2	55.0	32.8	18.4
14. Participates in development and enactment of legislation that benefits the well-being of individuals, families, the community and home economics.	7.9	48.4	43.7	25.9

EDUCATOR'S ROLE (CONTINUED)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
15. Describes and explains the elements of the research process in education.	9.2	38.5	52.3	33.3
16. Identifies and applies results of research to teaching/learning process.	17.1	52.8	30.1	27.0
17. Participates in conducting and using research in the teacher/learning process.	16.0	48.7	35.3	31.2
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PART II

TEACHER--LEARNER TRANSACTION

1. Identifies and analyzes relevant information about societal factors including related businesses, industries, possible future trends, organizational goals, and resources that have implications for a given home economics program.	25.4	57.4	17.2	24.1
2. Identifies and analyzes relevant information concerning learners and their environments that have implications for a given home economics program.	41.0	50.0	9.0	8.5
3. Uses the implications from the identified and analyzed information for selecting objectives, content and strategies for home economics program.	43.5	51.1	5.3	9.2
4. Outlines procedures for establishing and maintaining an active advisory committee for useful and gainful programs	32.8	43.3	23.9	16.3
5. Uses input from advisory committee in planning curriculum for defined groups of learners, in programs of consumer and homemaking and occupational home economics. .	35.1	51.5	13.4	9.2
6. Selects home economics concepts and generalizations for various subject matter areas to meet the needs of learners in the program	71.7	26.1	2.2	3.5
7. Selects content of sufficient breadth and depth to meet needs and interests of learners at different developmental levels	74.1	25.9	0	7.8
8. Selects and/or develops behavioral objectives for subject matter areas in behavioral terms in cognitive, affective and psychomotor domains	46.6	45.0	8.4	17.0

TEACHER--LEARNER TRANSACTION (CONTINUED)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
9. Selects valid criteria and measures to evaluate learning in relation to program objectives	69.2	30.8	0	10.6
10. Integrates the objectives and goals of FHA/HERO into the home economics program	29.1	32.8	38.1	12.1
11. Selects strategies of teaching/learning which utilize principles of learning in achieving behavioral objectives	46.0	46.7	7.3	4.3
12. Develops a strategy to work with students in FHA/HERO to assist them in planning a program of work as an integral part of the instructional program	19.3	47.4	33.3	9.2
13. Develops a scope and sequence for specific subject areas	61.3	32.8	5.8	6.4
14. Designs units of instruction including concepts, content, learning opportunities, instructional materials and methods of evaluation	73.5	23.5	2.9	7.1
15. Develops a training plan for various occupations in home economics	14.0	41.9	44.2	26.2
16. Assists students in finding growth opportunities as members of FHA/HERO	21.5	41.5	37.0	7.1
17. Relates elements of curriculum to daily lesson plans	70.7	29.3	0	1.4
18. Makes a block plan for a subject matter unit	62.0	34.3	3.6	.7
19. Develops a daily lesson plan from the block plan	72.1	24.3	3.7	.7
20. Develops programs which are void of sex stereotyping	54.1	36.1	9.8	1.4
21. Develops curriculum which is organized in a continuous, sequential and integrated pattern	65.5	29.5	5.0	5.7
22. Plans and coordinates the home economics program with existing related programs	42.6	43.4	14.0	6.4
23. Demonstrates flexibility and cooperation in setting up and using a realistic time schedule for implementing the program plan	59.9	32.8	7.3	4.3
24. Directs instructional activities which bring about behavioral changes consistent with objectives	52.5	44.6	2.9	5.7
25. Provides opportunities in which learners are motivated	81.3	18.0	0.7	8.5

TEACHER--LEARNER TRANSACTION (CONTINUED)	Must Know	Should Know	Nice to Know	Post Grad.
	%	%	%	%
26. Guides learners in securing and organizing information, formulating generalizations and making applications of generalizations	29.1	59.0	11.9	7.8
27. Modifies plans in accordance with instructional conditions and feedback from learners	64.2	32.8	2.9	3.5
28. Involves learners so that they assume increasing responsibility for their own learning	65.9	31.9	2.2	5.7
29. Facilitates student evaluation of FHA/HERO in relation to the organizations goals and objectives	12.8	53.4	33.8	7.1
30. Uses appropriate means of preventing student behavior that interferes with or disrupts desired learning	78.1	20.4	1.5	8.5
31. Uses appropriate means for redirecting student behavior toward productive learning activities and enhances the self-esteem of learners	70.8	29.2	0	9.2
32. Uses the perceptual skills of being aware, receiving, listening and maintaining open communication	65.7	30.7	3.6	6.4
33. Communicates by using appropriate verbal and non-verbal cues	61.2	33.8	5.0	7.1
34. Is clear, concise, and consistent in communicating written, oral and non-verbal messages	68.1	29.0	2.9	8.5
35. Seeks and uses self-student-supervisor appraisal to improve and/or maintain verbal and non-verbal communication skills	36.5	51.8	11.7	11.3
36. Uses and adapts language, vocabulary and communication techniques to meet needs of learners	59.7	39.6	0.7	5.0
37. Uses a variety of methods that relate subject matter content and environment to learner characteristics including interests, knowledge, skills, developmental levels and individual learning style	64.0	33.8	2.2	10.6
38. Uses a variety of instructional modes to individualize learning including contracts, learning packages, programmed materials and teacher/learner planning	47.4	37.8	14.8	19.9
39. Uses interaction strategies which facilitate the examination of ideas, values, issues and conventions	31.6	45.6	22.8	7.8
40. Uses simulation of real-life problems including case studies, role playing, socio-dramas and games	40.4	52.2	7.4	6.4

TEACHER--LEARNER TRANSACTION (CONTINUED)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
41. Uses laboratory methods to apply principles of production, experimentation, and observation.	63.0	32.6	4.3	5.7
42. Selects and develops media and materials which are appropriate for specified objectives.	55.5	43.1	1.5	9.9
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EVALUATION				
1. Organizes plans for working with individuals in the school, parents, and community environment.	33.3	52.2	14.5	7.8
2. Incorporates public relations efforts into the overall home economics program.	32.6	60.9	6.5	5.7
3. Establishes procedures for evaluation of the program of work, consistent with state and local philosophy. . . .	36.7	52.5	10.8	7.1
4. Adapts, develops, and employs a variety of evaluation tools and strategies appropriate to predetermined objectives.	47.1	43.5	9.4	9.9
5. Provides for the students continued self-assessment of achievement based upon objectives	32.8	53.7	13.4	12.8
6. Uses evaluation techniques to motivate and stimulate learners to diagnose learners needs, to formulate new objectives, to summarize learning outcomes, to obtain feedback and to counsel and guide students.	42.4	47.0	10.6	18.4
7. Uses information obtained through the evaluation process for instructional improvement for cognitive, affective and psychomotor learning.	43.0	47.4	9.6	13.5
8. Formulates a plan of grading and reporting learner progress, consistent with school policy.	66.7	29.0	4.3	3.5
9. Involves appropriate individuals and/or groups in planning and carrying out continuous evaluation	21.9	56.9	21.2	8.5
10. Selects, adapts or develops measures to provide valid data needed to identify program directions and modifications	20.0	59.2	20.8	19.9

EVALUATION (CONTINUED)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
11. Involves learners, teachers, and advisory committee members in the procedures for providing data and the use of data in both formative and summative evaluation	24.8	41.9	33.3	14.2
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MANAGEMENT				
1. Applies managerial principles to personal and professional life	51.8	41.0	7.2	5.7
2. Determines means of obtaining personal data, needs, interests, and concerns of each student, to use as a basis for guiding and assisting in the development of the student	35.0	54.0	10.9	9.3
3. Uses a system for accumulating, storing and retrieving information on learners, curriculum, program materials and instructional resources used in completing records and reports for vocational home economics	47.1	41.2	11.8	10.0
4. Identifies the source and allocation of State and Federal vocational funding and maintains and records financial transactions	48.9	33.6	17.5	17.1
5. Outlines proposal writing procedures necessary to obtain special vocational funding allocations.	24.6	30.2	45.2	27.7
6. Arranges for the storage and security of supplies and euqipment utilized in a vocational homemaking department	59.9	34.3	5.8	0.7
7. Develops a plan for making the resources of the department accessible to learners	41.0	49.6	9.4	2.1
8. Establishes a plan for directing students in a system of cleaning and maintaining the department.	56.1	34.5	9.4	2.1
9. Demonstrates methods for optimal utilization of resources in operating a department	33.1	59.7	7.2	3.5
10. Prepares an annual itemized budget request for both local and state operating funds provided for departmental operations	58.7	35.5	5.8	12.1
11. Identifies procedures for purchasing equipment and supplies.	49.3	41.4	9.3	7.1

MANAGEMENT (CONTINUED)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
12. Prepares and maintains an inventory of vocational supplies and euqipment assigned to the department.	63.7	31.9	4.4	5.0
13. Develops a five year plan for obtaining, organizing and caring for materials and facilities which allow for creative instruction.	36.8	55.6	7.5	9.9
14. Assumes an advisorship role in initiating and/or guiding FHA/HERO chapters integrated with home economics programs	36.8	37.6	25.6	8.5
PART III				
SUBJECT MATTER COMPETENCIES				
Children and Parenting				
1. Describes the concept of parenthood and analyzes adjustments required by parenthood.	42.2	51.9	5.9	6.4
2. Analyzes major responsibilities involved in being a parent.	55.6	40.0	4.4	3.5
3. Interprets economic, social and intellectual factors to consider when planning and preparing for parenthood . .	41.8	56.0	2.2	6.4
4. Identifies sources of education for family planning and special adjustment procedures for adoption.	22.4	58.2	19.4	6.4
5. Analyzes health factors which contribute to the well-being of the mother and unborn child including medical care--physiological and psychological aspects, and nutrition and drugs	62.7	32.8	4.5	5.0
6. Identifies health practices during adolescence that may affect one's ability to have healthy children	55.6	43.7	0.7	2.8
7. Analyzes the effects of prenatal and postnatal care on the child	58.1	41.2	0.7	2.8
8. Relates the effects of heredity and environment on the health of the unborn child.	55.1	42.6	2.2	3.5

Children and Parenting (Continued)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
9. Evaluates various facets of preparing for a baby, such as; emotional preparation, financial planning, housing and equipment space needed and infants clothing	48.1	50.4	1.5	4.3
10. Explains principles of infant development and care from conception to birth	60.0	37.0	3.0	2.8
11. Explains effects of infant care on physical, mental, emotional, and social development	58.5	39.3	2.2	2.1
12. Analyzes physical, emotional, personality, social, moral and intellectual growth patterns of individual children and how they affect behavior.	46.6	45.9	7.5	6.4
13. Identifies ways to guide the child in physical, emotional, social, and intellectual development.	54.1	43.7	2.2	5.7
14. Recognizes the importance of developing a positive self-concept and its effect upon self-actualization.	60.0	34.1	5.9	4.3
15. Applies the principles of nutrition to meet the needs of the child	63.7	36.3	0	3.5
16. Assesses factors to consider in the selection of children's clothing in each of the following areas: physical, social, cost, emotional, self-development and care. . .	22.1	61.0	16.9	2.8
17. Describes influences of early experiences, and importance of the family in the development of intellectual skills and the role parents have in providing a "head start".	38.1	56.7	5.2	3.5
18. Describes ways each individual differs in potentialities, interests, and abilities.	41.5	50.4	8.1	
19. Recognizes ways one's value system is formed.	40.0	49.6	10.4	3.5
20. Evaluates care and guidance techniques which meet the basic needs of children and contribute to their optimal development	40.2	53.0	6.8	5.7
21. Explains the value of play and play equipment on the young child's development	37.0	54.8	8.1	2.8
22. Describes family adjustment, need related problems, services and facilities for an exceptional child	21.8	50.0	28.2	19.1
23. Selects resources available that allow handicapped children to develop to their fullest potential	18.8	46.1	[illegible]	19.1
24. Demonstrates acceptance, enjoyment and interest in children.	50.4	45.9	3.7	2.8

Children and Parenting (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
	%	%	%	%
25. Interprets data on medical advances concerning birth control, pregnancy, nutrition, childhood diseases and immunization.	32.6	46.2	21.2	15.0
26. Analyzes the influence of mobility on the development of a child.	16.7	50.0	33.3	11.4
27. Recognizes and evaluates the effects of cultural patterns that are transmitted from one generation to another (i.e. social, moral, economic and educational values and family customs) on the development and function of the individual and societal units.	18.8	50.0	31.3	12.8
28. Identifies community resources related to child welfare, health and education.	19.6	57.2	23.2	7.8
29. Identifies the adaptations needed for nurturing of children when the family is disrupted	17.4	55.1	27.5	8.5
30. Describes changes in our society that have placed different emphasis on the roles and responsibilities of family members.	30.9	53.7	15.4	7.1
31. Develops criteria for selecting day-care facilities and/or substitute parents	22.9	57.3	19.8	14.2
32. Identifies potential hazards to children in the home. .	60.1	38.4	1.4	2.1
33. Describes some of the positive and negative roles the mass communication system may have on a child's development.	30.7	47.9	21.4	6.4
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SUBJECT MATTER COMPETENCIES

Relationships Within Families				
1. Analyzes and recognizes individual needs at various stages of human development	53.3	43.8	2.9	4.3
2. Describes the stages in the family life cycle	45.3	47.5	7.2	3.5
3. Identifies the needs of each family member in the family life cycle	45.7	47.8	6.5	1.4
4. Evaluates one's own strengths and weaknesses.	61.9	32.4	5.8	1.4

Relationships Within Families (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
	%	%	%	%
5. Identifies factors that influence personality development.	50.0	47.8	2.2	5.0
6. Identifies the responsibility each individual has for his own physical, mental, moral, social, and aesthetic development	44.2	45.7	10.1	6.4
7. Identifies ways physical, mental, social, and emotional maturity affect behavior.	43.8	5[illegible].8	4.4	5.7
8. Describes ways relationships are influenced by an individuals value system and philosophy of life	47.4	43.0	9.6	7.1
9. Demonstrates ablility to establish and maintain friendships within and outside the family	47.4	44.5	8.0	2.8
10. Demonstrates ability to assess psycho-social dynamics of group relationships.	22.5	49.6	27.9	16.3
11. Develops communications with individuals of all ages. .	56.1	38.8	5.0	2.1
12. Demonstrates specific supportive interpersonal techniques with individuals and groups, such as; meaningful communication, empathic qualities in self and others, and interaction skills to enhance relationships with others.	34.4	50.4	15.3	13.9
13. Recognizes individual worth regardless of cultural, social, economic or educational background.	72.3	24.1	3.6	2.8
14. Applies the decision making process in solving problems related to home and family, vocational and avocational pursuits.	60.9	31.2	8.0	5.7
15. Analyzes the functions of the family as the primary group	48.9	44.5	6.6	4.3
16. Analyzes family roles in relation to changing socio-economic conditions.	40.0	49.6	10.4	6.4
17. Compares similarities and differences of families in the community, nation, and the world.	14.8	51.9	33.3	8.5
18. Identifies elements in the changing family structure as they relate to social and cultural demands.	27.6	50.7	21.6	8.5
19. Analyzes changes in society that place different emphasis on roles and responsibilities of family members . .	30.1	55.1	14.7	9.2
20. Assesses realistically patterns of heterosexual love relationships	23.0	59.3	17.8	5.7

Relationships Within Families (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
	%	%	%	%
21. Analyzes factors contributing to a successful partnership as married persons	50.4	46.0	3.6	5.7
22. Analyzes steps in formation of love relationships	32.6	60.7	6.7	5.7
23. Describes factors to consider in planning for a successful marriage	51.4	45.7	2.9	3.5
24. Analyzes the importance of affection in individual growth and development	45.6	48.5	5.9	5.0
25. Relates the effect of relationships within the family to orientation for future relationships with others	36.0	55.1	8.8	3.5
26. Describes the security needs fulfilled by the family	40.7	54.1	5.2	2.8
27. Compares functions of families and development of individuals	35.0	51.1	13.9	2.8
28. Identifies characteristics of satisfying parent--child relationships	46.0	43.8	10.2	5.7
29. Identifies ways of sharing family responsibilities	41.3	47.8	10.9	2.8
30. Analyzes elements of conflict in human relationships, including marriage	47.1	47.1	5.9	7.1
31. Analyzes diverse approaches to coping with family stresses and crises	32.1	55.0	13.0	12.8
32. Applies elements of management to family interaction, such as managerial processes for meeting family goals, and assignment of an individual's family tasks	30.7	57.5	11.8	12.1
33. Illustrates how family relationships and provisions for individual needs are affected by the way resources are managed	29.6	58.5	11.9	8.5
34. Illustrates how laws pertaining to marriage, divorce, and family welfare reflect the attitude and values of society toward family life	24.4	51.1	24.4	10.6
35. Uses community services available for families	29.4	50.0	20.6	12.1
36. Analyzes factors contributing to successful life style as a single person	42.2	48.1	9.6	5.7
37. Analyzes career and job opportunities in the field of family life	26.5	52.9	20.6	9.9
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SUBJECT MATTER COMPETENCIES

Management of Personal and Family Resources

	Must Know %	Should Know %	Nice to Know %	Post Grad. %
1. Analyzes values, goals, and standards and relates them as directives for consumer decisions.	48.6	44.2	7.2	5.0
2. Establishes goals for the utilization of financial resources	48.5	44.9	6.6	4.3
3. Applies the decision making process in designing, implementing and evaluating plans for the allocation and use of resources to meet needs and to achieve personal and family goals.	35.8	52.6	11.7	7.1
4. Constructs a spending plan and record system to meet individual needs.	58.4	39.4	2.2	4.3
5. Evaluates advertising as a consumer influence and resource.	47.4	47.4	5.2	5.0
6. Compares cost, quality, and possible satisfaction of available kinds or forms of goods and service	57.8	35.6	6.7	3.5
7. Judges labels for content and accuracy.	56.5	39.9	3.6	2.9
8. Lists consumer rights and responsibilities.	48.1	45.2	6.7	7.1
9. Locates sources of information about consumer goods and services.	42.3	51.1	6.6	6.4
10. Compares sources, costs and types of credit	50.0	47.8	2.2	2.8
11. Compares materials and construction used in consumer goods with safety, and durability obtained.	37.2	49.6	13.1	5.0
12. Analyzes socio--cultural influences on needs and wants	20.7	42.2	37.0	7.8
13. Demonstrates the relationship between consumer behavior and the economy	20.9	44.2	34.9	12.9
14. Demonstrates knowledge of consumer protection agencies and legislation	30.4	51.1	18.5	9.9
15. Explains consumer use of credit and credit ratings. .	56.6	41.2	2.2	3.5
16. Analyzes available banking services for personal and family needs.	56.9	38.7	4.4	2.8
17. Discusses the principles and purposes of taxation . .	25.8	50.8	23.5	10.6
18. Compares economic security plans--savings, investments insurance, and retirement plans	31.3	53.0	15.7	8.5
19. Explains the influences of consumer behavior on retail marketing practices	23.1	50.7	26.1	7.1

Management of Personal and Family Resources (Continued)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
20. Describes the factors that influence housing choices. .	30.9	64.7	4.4	6.4
21. Identifies factors that affect choices for home furnishings and equipment.	36.5	59.1	4.4	6.4
22. Develops guidelines for planning and purchasing food. .	63.3	36.7	0	2.8
23. Develops guidelines for selecting and purchasing clothing	57.6	41.0	1.4	3.5
24. Describes the cause and effect of garnishments and bankruptcy on families and the economy.	18.5	48.1	33.3	9.2
25. Defines wills and trusts.	24.4	42.2	33.3	9.2
26. Explains the current and future implications and benefits of the social security system.	18.3	41.2	40.5	13.5
27. Lists factors that influence purchasing of a car or other forms of transportation	29.9	54.7	15.3	4.3
28. Plans how to include public services available, insurance, and personal knowledge to reach optimum health coverage.	24.4	56.3	19.3	8.5
29. Describes the provisions of liability insurance for the home owner and car owner.	29.1	56.9	13.9	5.7
30. Distinguish differences between the various types of life insurance and plans for comprehensive coverage. . .	32.1	50.0	17.9	9.2
31. Analyzes job and career opportunities related to consumer education.	36.5	49.6	13.9	11.3
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SUBJECT MATTER COMPETENCIES				
Nutrition/Contemporary Meal Management				
1. Applies knowledge of food nutrients, their functions and their sources to meal planning and food selection as a basis for meeting individual food needs and avoiding nutritional deficiences	82.6	16.7	0.7	5.7
2. Describes digestion, absorption, and metabolism of essential nutrients	36.9	41.6	21.9	7.8

Nutrition/Contemporary Meal Management (Continued)	% Must Know	% Should Know	% Nice to Know	% Post Grad.
3. Practices good food habits for self	60.4	36.7	2.9	1.4
4. Lists the components of carbohydrates, fats, and proteins	29.9	43.8	26.3	5.0
5. Explains the relationship of essential minerals and vitamins to good nutrition	64.7	31.7	3.6	2.3
6. Describesthe function of water in the body	52.5	41.7	5.8	1.4
7. Describes the relationship of calories to body functions	57.2	41.3	1.4	0.7
8. Recognizes the varying nutritional needs of individuals in different stages of the life cycle	51.1	44.6	4.3	2.8
9. Explains the effects on the body of malnutrition and over-nutrition	53.2	44.6	2.2	2.8
10. Explains the use of food groupings and their input on menu planning	66.7	31.2	2.2	0.7
11. Describes the main nutritional problems in the United States today	25.7	50.0	24.3	9.9
12. Evaluates food fads, advertising, and information on health and nutrition in current literature on the basis of nutritional fact	54.3	41.3	4.3	7.8
13. Analyzes the environmental and social factors which may determine how an individual makes food choices	22.1	60.3	17.6	6.4
14. Demonstrates how the social and emotional aspects of food are an important form of non-verval communication	18.7	49.3	32.1	5.7
15. Prepares food patterns which reflect the nutritional and age interests of school-age children, pre-school children, adults, pregnant and lactating teenagers and adults, and the elderly	48.6	42.8	8.7	5.7
16. Compares the relationship between early nutritional health and well-being in later years	58.0	40.6	1.4	2.8
17. Assesses how inadequate, excessive, or imbalanced nutrients may be detrimental to an individual's or a family's health	52.9	44.2	2.9	4.3
18. Distinguishes between nutritional disorders requiring a medical prescription and those requiring primarily dietary adjustments	25.6	50.4	4.0	17.0
19. Analyzes the relationship between individual and family values and decisions made about food	22.2	54.8	23.0	6.4

Nutrition/Contemporary Meal Management (Continued)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
20. Uses grading guides when making decisions about food products.	26.5	57.4	16.2	2.8
21. Distinguishes between common facts and fallacies concerning food.	52.6	43.1	4.4	4.3
22. Identifies the guides and standards which result from federal legislation to protect the safety and sanitation of food.	31.6	54.9	13.5	9.9
23. Identifies the rights and responsibilities of consumers of food and food products	41.0	46.3	12.7	8.5
24. Applies knowledge about food additives to selection and evaluation of food products	32.4	54.4	13.2	12.1
25. Compares product cost and quality using product labeling and purchasing guides	55.1	36.8	8.1	2.8
26. Compares laws and programs designed to help the consumer with effects they have had upon food in the marketplace	23.7	47.3	29.0	14.9
27. Evaluates the necessity for dietary supplements when selecting food for individuals and families	24.4	57.8	17.8	9.2
28. Assesses the impact of consumer choices upon the availability, quality, and cost of food in national and world-wide marketplaces	24.4	39.7	35.9	13.5
29. Examines how the nutrition of a nation is influenced by traditional food patterns, technological developments and food supplies	18.8	36.1	45.1	11.3
30. Demonstrates work practices and techniques in managing food that will produce optimum results in terms of management of resources, sanitation and prevention of accidents	53.8	31.5	14.6	9.9
31. Demonstrates competence in selecting and purchasing food for both home and school	73.8	23.8	2.3	7.1
32. Applies principles of planning, preparing and serving food which help to make food pleasing in appearance, texture, flavor, and temperature.	75.2	23.4	1.5	2.8
33. Applies the principles of time, temperature, and manipulation of food in maintaining sensory qualities and nutritive values of food.	62.0	34.3	3.6	2.8
34. Selects and uses food service plans appropriate to different situations including selection of table service, table settings and decoration, and serving of food. . .	48.2	40.9	10.9	3.5

Nutrition/Contemporary Meal Management (Continued)	Must Know %	Should Know %	Nice to Know %	Post Grad. %
35. Appraises the values of established and accepted behavior at the table.	42.3	44.5	13.1	0.7
36. Applies safety precautions in the use of kitchen equipment.	81.9	19.0	0	2.1
37. Applies principles of personal cleanliness when working with foods.	83.2	16.8	0	0.7
38. Chooses selection, purchase, preparation, and storage methods which will enhance or retain the nutritive value of foods.	73.0	27.0	0	3.5
39. Demonstrates proper selection, use, and care for home and institutional equipment	50.0	42.6	7.4	5.7
40. Applies sanitary practices in handling food and equipment.	85.3	14.7	0	2.8
41. Analyzes the relationship between the physical and chemical composition of food and preparation, preservation, and service of food	20.0	52.3	27.7	14.2
42. Applies knowledge of food preparation techniques, work techniques, use of equipment, materials, and utensils to achieve optimum use of time and energy.	52.2	45.6	2.2	5.7
43. Selects safe, sanitary preservation methods which will retain the nutritive value and sensory qualities of food	65.7	31.4	2.9	5.0
44. Identifies city, county, and state health ordinances for commercial and public food service.	12.9	37.1	50.0	16.3
45. Analyzes the commercial food preservation processes and their relation to the food storage.	17.3	44.1	38.6	11.3
46. Demonstrates ability to analyze career and job opportunities in food and nutrition	32.4	50.0	17.6	10.6
_____				
_____				
_____				
_____				
SUBJECT MATTER COMPETENCIES				
Clothing/Fashion and Fabrics				
1. Analyzes the effect of physiological, social and psychological aspects of textiles and clothing in relation to the development of the individual	36.6	41.8	21.6	9.2

Clothing/Fashion and Fabrics	Must Know %	Should Know %	Nice to Know %	Post Grad. %
2. Applies principles of clothing selection to self. . . .	65.5	30.9	3.6	2.8
3. Relates art elements and principles of design to the selection of clothing for the individual.	55.4	38.8	5.8	1.4
4. Assembles colors and designs in clothing to reflect individuality	49.3	45.7	5.1	2.1
5. Demonstrates skill in selection, use and care of sewing equipment	71.2	28.8	0	2.1
6. Analyzes fabric characteristics, in relation to performance and intended use	60.4	37.4	2.2	6.4
7. Describes available consumer aids and protection in purchasing clothing and fabrics	39.6	48.2	12.2	7.1
8. Analyzes personal and family values and goals in the selection of clothing	29.7	55.8	14.5	3.5
9. Interprets the effect of clothing upon prestige, acceptance, and self-confidence.	29.5	51.1	19.4	3.5
10. Relates clothing to expression of creativity and personality.	40.3	51.8	7.9	3.5
11. Evaluates the influences of advertising upon clothing and textile choices	36.2	50.6	13.8	5.7
12. Selects clothing and accessories in relation to need, use, resources, and satisfactions	50.0	42.8	7.2	2.8
13. Analyzes present day events and conditions in relation to clothing design and selection.	25.9	41.5	32.6	8.5
14. Compares world and national moral, social, and economic influences on clothing practices.	13.0	35.1	51.9	14.2
15. Assesses the impact of consumer choices on availability quality and cost of clothing and textiles	29.9	50.0	20.1	9.9
16. Appraises the effect of production and distribution of clothing and textiles on the consumer	14.8	47.7	37.5	13.5
17. Judges quality, suitability, and durability of garment construction.	75.4	23.2	1.4	3.5
18. Applies management principles, and identifies factors to consider, in planning and managing a clothing wardrobe (budget, occupation and wants)	56.1	38.8	5.0	4.3
19. Executes fitting and alteration skills for various figure types when constructing and altering garments . . .	62.3	34.1	3.6	11.3

Clothing/Fashion and Fabrics	Must Know %	Should Know %	Nice to Know %	Post Grad. %
20. Demonstrates basic clothing construction skills: including selection of patterns, fabrics, notions, and management techniques in construction (layout, cutting, marking and sewing) of interfacings, underlinings, interlinings, linings, closures, fasteners, facings, hems, necklines, collars, pockets, seams, seam finishes, sleeves, trimmings, and waistbands.	87.8	11.5	0.7	3.5
21. Evaluates the trade-offs among the time, money, and aesthetic values in decisions to make, repair, alter or recycle garments and other textile products	33.6	58.4	8.0	5.0
22. Employs recommended techniques for laundering, pressing, mending and storage of clothing	59.9	35.8	4.4	1.4
23. Exhibits ability to operate sewing equipment used in the home and in industrial institutions	66.2	30.9	2.9	8.5
24. Exhibits ability to relate textiles and clothing to career and job opportunities.	41.0	44.6	14.4	7.1
_____				
_____				
_____				
_____				
SUBJECT MATTER COMPETENCIES				
Environment for Living				
1. Analyzes how human values, goals, standards, attitudes and resources influence the selection and use of housing for an individual	50.7	43.5	5.8	5.7
2. Describes how the selection and arrangement of housing, furnishings, and equipment are based on an individual's personal preference and use of design elements.	48.2	44.6	7.2	5.0
3. Evaluates the type of housing which will meet the needs of the family (physical, social, psychological, and economic)	54.0	43.1	2.9	7.1
4. Proposes space organization and space requirements for individuals and families at various stages of the family life cycle.	36.2	54.3	9.4	5.7
5. Organizes color, texture and patterns of interior materials to produce an environment satisfactory to the individual or family.	55.4	36.0	8.6	5.7

Environment for Living	Must Know %	Should Know %	Nice to Know %	Post Grad. %
6. Illustrates how housing choices affect family interaction.	29.9	56.2	13.9	6.4
7. Analyzes house plans for traffic patterns, noise and quiet areas, and private and public spaces.	59.0	33.8	7.2	2.8
8. Organizes the kitchen space and household equipment for efficiency.	61.9	34.5	3.6	4.3
9. Evaluates the storage adequacy of a house plan.	55.5	36.5	3.0	4.3
10. Develops guidelines for decision making in the selection, care, and use of home furninshings and equipment .	53.3	46.0	0.7	5.7
11. Selects factors influencing home maintenance responsibilities (routine and occasional care, repair, renovation and remodeling).	31.2	55.8	13.0	5.7
12. Relates the effect of the exterior environment (landscaping, neighborhood, and community) to the satisfaction of the individual or family.	21.0	57.2	21.7	6.4
13. Relates the availability of building materials and processes, furnishings and equipment to decisions concerning housing	21.0	54.3	24.6	9.9
14. Analyzes the legal and financial aspects of obtaining and maintaining housing, home furnishings and equipment	38.8	47.0	14.2	13.5
15. Analyzes local, state, and federal policies as they influence family housing.	16.9	53.7	29.4	14.[illegible]
16. Evaluates societal changes on housing, home furnishings and equipment	12.3	44.9	37.8	17.0
17. Compares educational preparation and competencies needed for housing related occupations.	19.5	51.1	29.3	12.8
18. Evaluates all aspects of housing from the standpoint of diminishing natural resources	28.7	40.3	31.0	19.1
_____				
_____				
_____				
_____				

APPENDIX C

A Survey to Identify

BASIC COMPETENCIES FOR ENTRY LEVEL

VOCATIONAL HOME ECONOMICS TEACHERS IN THE STATE OF IDAHO

Year of college graduation _____

Years of teaching experience _____

Currently teaching: _____ junior high

_____ senior high

Check level of education completed:

____ Bachelor's
____ Bachelor's + 15 credits
____ Bachelor's + 30
____ Bachelor's + 45
____ Master's
____ Master's + ___ credits

INSTRUCTIONS: The pages which follow contain statements related to the basic competencies for beginning home economics teachers. Using your experience in teaching as a basis, evaluate each statement to indicate the level of competency required for a beginning teacher.

Place an X in the one of the first three columns which most closely indicates your feelings about the competency in relation to an entry level beginning teacher. Mark the fourth column when you feel that further study in this area would be beneficial to the teacher.

must know = A mark in this column indicates that you feel the beginning home economics teacher must know, and should be able to carry out or teach this competency.

should know = A mark in this column indicates that you feel the beginning teacher should have a working knowledge of this competency and with some additional study or application could carry out this competency.

nice to know = An X here would indicate that you feel the beginning home economics teacher should be acquainted with the terms and operational functions and with study could learn to carry out this competency.

post graduate = A mark in this column means that you feel this competency is of importance and should be pursued at the 5th year or Master's level of study.

At the end of each section of competencies are several blanks. PLEASE add any additional competencies which you feel are necessary for the first year teacher.

PART I

EDUCATOR'S ROLE

	Must Know	Should Know	Nice to Know	Post Grad.
1. Identifies basic personal beliefs in relation to home economics, education and society.				
2. Communicates personal philosophy of home economics, education, and society.				
3. Identifies and considers conditions and needs prevalent in contemporary society and education				
4. Makes decisions in educational setting consistent with professional beliefs.				
5. Describes the various roles expected of a home economist in educational settings				
6. Plans for attainment of goals and objectives of the teaching profession through professional organizations.				
7. Exhibits pride, confidence and enthusiasm for work and the profession.				
8. Explains contributions of vocational home economics to the total educational system.				
9. Keeps professionally relevant information in confidence				
10. Plans for continuous personal and professional growth .				
11. Predicts consequences of educational decisions/assumes responsibility for related behavior				
12. Establishes interpersonal relationships for working constructively with:				
a. students				
b. co-workers				
c. other school personnel				
d. administrators				
e. parents.				
f. community.				
13. Identifies and analyzes social and legislative issues that affect the well-being of individuals, families, and the community				
14. Participates in development and enactment of legislation that benefits the well-being of individuals, families, the community and home economics.				

EDUCATOR'S ROLE (CONTINUED)	Must Know	Should Know	Nice to Know	Post Grad.
15. Describes and explains the elements of the research process in education.				
16. Identifies and applies results of research to teaching/learning process.				
17. Participates in conducting and using research in the teacher/learning process.				
_____				
_____ .				
_____				
_____ .				
PART II				
TEACHER--LEARNER TRANSACTION				
1. Identifies and analyzes relevant information about societal factors including related businesses, industries, possible future trends, organizational goals, and resources that have implications for a given home economics program.				
2. Identifies and analyzes relevant information concerning learners and their environments that have implications for a given home economics program.				
3. Uses the implications from the identified and analyzed information for selecting objectives, content and strategies for home economics program.				
4. Outlines procedures for establishing and maintaining an active advisory committee for useful and gainful programs				
5. Uses input from advisory committee in planning curriculum for defined groups of learners, in programs of consumer and homemaking and occupational home economics. .				
6. Selects home economics concepts and generalizations for various subject matter areas to meet the needs of learners in the program				
7. Selects content of sufficient breadth and depth to meet needs and interests of learners at different developmental levels				
8. Selects and/or develops behavioral objectives for subject matter areas in behavioral terms in cognitive, affective and psychomotor domains				

TEACHER--LEARNER TRANSACTION (CONTINUED)

	Must Know	Should Know	Nice to Know	Post Grad.
9. Selects valid criteria and measures to evaluate learning in relation to program objectives				
10. Integrates the objectives and goals of FHA/HERO into the home economics program.				
11. Selects strategies of teaching/learning which utilize principles of learning in achieving behavioral objectives				
12. Develops a strategy to work with students in FHA/HERO to assist them in planning a program of work as an integral part of the instructional program.				
13. Develops a scope and sequence for specific subject areas				
14. Designs units of instruction including concepts, content, learning opportunities, instructional materials and methods of evaluation				
15. Develops a training plan for various occupations in home economics.				
16. Assists students in finding growth opportunities as members of FHA/HERO.				
17. Relates elements of curriculum to daily lesson plans. .				
18. Makes a block plan for a subject matter unit.				
19. Develops a daily lesson plan from the block plan. . . .				
20. Develops programs which are void of sex stereotyping. .				
21. Develops curriculum which is organized in a continuous, sequential and integrated pattern				
22. Plans and coordinates the home economics program with existing related programs				
23. Demonstrates flexibility and cooperation in setting up and using a realistic time schedule for implementing the program plan.				
24. Directs instructional activities which bring about behavioral changes consistent with objectives				
25. Provides opportunities in which learners are motivated.				

TEACHER--LEARNER TRANSACTION (CONTINUED)	Must Know	Should Know	Nice to Know	Post Grad.
26. Guides learners in securing and organizing information, formulating generalizations and making applications of generalizations				
27. Modifies plans in accordance with instructional conditions and feedback from learners.				
28. Involves learners so that they assume increasing responsibility for their own learning				
29. Facilitates student evaluation of FHA/HERO in relation to the organizations goals and objectives				
30. Uses appropriate means of preventing student behavior that interferes with or disrupts desired learning . . .				
31. Uses appropriate means for redirecting student behavior toward productive learning activities and enhances the self-esteem of learners				
32. Uses the perceptual skills of being aware, receiving, listening and maintaining open communication.				
33. Communicates by using appropriate verbal and non-verbal cues.				
34. Is clear, concise, and consistent in communicating written, oral and non-verbal messages				
35. Seeks and uses self-student-supervisor appraisal to improve and/or maintain verbal and non-verbal communication skills				
36. Uses and adapts language, vocabulary and communication techniques to meet needs of learners.				
37. Uses a variety of methods that relate subject matter content and environment to learner characteristics including interests, knowledge, skills, developmental levels and individual learning style.				
38. Uses a variety of instructional modes to individualize learning including contracts, learning packages, programmed materials and teacher/learner planning.				
39. Uses interaction strategies which facilitate the examination of ideas, values, issues and conventions. . . .				
40. Uses simulation of real-life problems including case studies, role playing, socio-dramas and games				

TEACHER--LEARNER TRANSACTION (CONTINUED)	Must Know	Should Know	Nice to Know	Post Grad.
41. Uses laboratory methods to apply principles of production, experimentation, and observation.				
42. Selects and develops media and materials which are appropriate for specified objectives.				
_____				
_____				
_____				
_____				
EVALUATION				
1. Organizes plans for working with individuals in the school, parents, and community environment.				
2. Incorporates public relations efforts into the overall home economics program.				
3. Establishes procedures for evaluation of the program of work, consistent with state and local philosophy. . . .				
4. Adapts, develops, and employs a variety of evaluation tools and strategies appropriate to predetermined objectives.				
5. Provides for the students continued self-assessment of achievement based upon objectives				
6. Uses evaluation techniques to motivate and stimulate learners to diagnose learners needs, to formulate new objectives, to summarize learning outcomes, to obtain feedback and to counsel and guide students.				
7. Uses information obtained through the evaluation process for instructional improvement for cognitive, affective and psychomotor learning.				
8. Formulates a plan of grading and reporting learner progress, consistent with school policy.				
9. Involves appropriate individuals and/or groups in planning and carrying out continuous evaluation				
10. Selects, adapts or develops measures to provide valid data needed to identify program directions and modifications				

EVALUATION (CONTINUED)	Must Know	Should Know	Nice to Know	Post Grad.
11. Involves learners, teachers, and advisory committee members in the procedures for providing data and the use of data in both formative and summative evaluation				
_____				
_____.				
_____				
_____.				
MANAGEMENT				
1. Applies managerial principles to personal and professional life				
2. Determines means of obtaining personal data, needs, interests, and concerns of each student, to use as a basis for guiding and assisting in the development of the student				
3. Uses a system for accumulating, storing and retrieving information on learners, curriculum, program materials and instructional resources used in completing records and reports for vocational home economics				
4. Identifies the source and allocation of State and Federal vocational funding and maintains and records financial transactions				
5. Outlines proposal writing procedures necessary to obtain special vocational funding allocations.				
6. Arranges for the storage and security of supplies and euqipment utilized in a vocational homemaking department				
7. Develops a plan for making the resources of the department accessible to learners				
8. Establishes a plan for directing students in a system of cleaning and maintaining the department.				
9. Demonstrates methods for optimal utilization of resources in operating a department				
10. Prepares an annual itemized budget request for both local and state operating funds provided for departmental operations				
11. Identifies procedures for purchasing equipment and supplies.				

MANAGEMENT (CONTINUED)	Must Know	Should Know	Nice to Know	Post Grad.
12. Prepares and maintains an inventory of vocational supplies and euqipment assigned to the department.				
13. Develops a five year plan for obtaining, organizing and caring for materials and facilities which allow for creative instruction.				
14. Assumes an advisorship role in initiating and/or guiding FHA/HERO chapters integrated with home economics programs				
_____ .				
_____ .				
PART III.				
SUBJECT MATTER COMPETENCIES				
Children and Parenting				
1. Describes the concept of parenthood and analyzes adjustments required by parenthood.				
2. Analyzes major responsibilities involved in being a parent.				
3. Interprets economic, social and intellectual factors to consider when planning and preparing for parenthood . .				
4. Identifies sources of education for family planning and special adjustment procedures for adoption.				
5. Analyzes health factors which contribute to the well-being of the mother and unborn child including medical care--physiological and psychological aspects, and nutrition and drugs				
6. Identifies health practices during adolescence that may affect one's ability to have healthy children				
7. Analyzes the effects of prenatal and postnatal care on the child				
8. Relates the effects of heredity and environment on the health of the unborn child.				

Children and Parenting (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
9. Evaluates various facets of preparing for a baby, such as; emotional preparation, financial planning, housing and equipment space needed and infants clothing				
10. Explains principles of infant development and care from conception to birth				
11. Explains effects of infant care on physical, mental, emotional, and social development				
12. Analyzes physical, emotional, personality, social, moral and intellectual growth patterns of individual children and how they affect behavior.				
13. Identifies ways to guide the child in physical, emotional, social, and intellectual development.				
14. Recognizes the importance of developing a positive self-concept and its effect upon self-actualization.				
15. Applies the principles of nutrition to meet the needs of the child				
16. Assesses factors to consider in the selection of children's clothing in each of the following areas: physical, social, cost, emotional, self-development and care. . .				
17. Describes influences of early experiences, and importance of the family in the development of intellectual skills and the role parents have in providing a "head start".				
18. Describes ways each individual differs in potentialities, interests, and abilities.				
19. Recognizes ways one's value system is formed.				
20. Evaluates care and guidance techniques which meet the basic needs of children and contribute to their optimal development				
21. Explains the value of play and play equipment on the young child's development				
22. Describes family adjustment, need related problems, services and facilities for an exceptional child				
23. Selects resources available that allow handicapped children to develop to their fullest potential				
24. Demonstrates acceptance, enjoyment and interest in children.				

Children and Parenting (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
25. Interprets data on medical advances concerning birth control, pregnancy, nutrition, childhood diseases and immunization.				
26. Analyzes the influence of mobility on the development of a child.				
27. Recognizes and evaluates the effects of cultural patterns that are transmitted from one generation to another (i.e. social, moral, economic and educational values and family customs) on the development and function of the individual and societal units.				
28. Identifies community resources related to child welfare, health and education.				
29. Identifies the adaptations needed for nurturing of children when the family is disrupted				
30. Describes changes in our society that have placed different emphasis on the roles and responsibilities of family members.				
31. Develops criteria for selecting day-care facilities and/or substitute parents				
32. Identifies potential hazards to children in the home. .				
33. Describes some of the positive and negative roles the mass communication system may have on a child's development.				
_____				
_____ .				
_____				
_____ .				
SUBJECT MATTER COMPETENCIES				
Relationships Within Families				
1. Analyzes and recognizes individual needs at various stages of human development				
2. Describes the stages in the family life cycle				
3. Identifies the needs of each family member in the family life cycle.				
4. Evaluates one's own strengths and weaknesses.				

Relationships Within Families (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
5. Identifies factors that influence personality development.				
6. Identifies the responsibility each individual has for his own physical, mental, moral, social, and aesthetic development				
7. Identifies ways physical, mental, social, and emotional maturity affect behavior.				
8. Describes ways relationships are influenced by an individuals value system and philosophy of life				
9. Demonstrates ability to establish and maintain friendships within and outside the family				
10. Demonstrates ability to assess psycho-social dynamics of group relationships.				
11. Develops communications with individuals of all ages. .				
12. Demonstrates specific supportive interpersonal techniques with individuals and groups, such as; meaningful communication, empathic qualities in self and others, and interaction skills to enhance relationships with others.				
13. Recognizes individual worth regardless of cultural, social, economic or educational background.				
14. Applies the decision making process in solving problems related to home and family, vocational and avocational pursuits.				
15. Analyzes the functions of the family as the primary group				
16. Analyzes family roles in relation to changing socio-economic conditions.				
17. Compares similarities and differences of families in the community, nation, and the world.				
18. Identifies elements in the changing family structure as they relate to social and cultural demands.				
19. Analyzes changes in society that place different emphasis on roles and responsibilities of family members . .				
20. Assesses realistically patterns of heterosexual love relationships				

Relationships Within Families (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
21. Analyzes factors contributing to a successful partnership as married persons				
22. Analyzes steps in formation of love relationships				
23. Describes factors to consider in planning for a successful marriage				
24. Analyzes the importance of affection in individual growth and development				
25. Relates the effect of relationships within the family to orientation for future relationships with others				
26. Describes the security needs fulfilled by the family				
27. Compares functions of families and development of individuals				
28. Identifies characteristics of satisfying parent--child relationships				
29. Identifies ways of sharing family responsibilities				
30. Analyzes elements of conflict in human relationships, including marriage				
31. Analyzes diverse approaches to coping with family stresses and crises				
32. Applies elements of management to family interaction, such as managerial processes for meeting family goals, and assignment of an individual's family tasks				
33. Illustrates how family relationships and provisions for individual needs are affected by the way resources are managed				
34. Illustrates how laws pertaining to marriage, divorce, and family welfare reflect the attitude and values of society toward family life				
35. Uses community services available for families				
36. Analyzes factors contributing to successful life style as a single person				
37. Analyzes career and job opportunities in the field of family life				
_____				
_____				

SUBJECT MATTER COMPETENCIES

Management of Personal and Family Resources	Must Know	Should Know	Nice to Know	Post Grad.
1. Analyzes values, goals, and standards and relates them as directives for consumer decisions.				
2. Establishes goals for the utilization of financial resources				
3. Applies the decision making process in designing, implementing and evaluating plans for the allocation and use of resources to meet needs and to achieve personal and family goals.				
4. Constructs a spending plan and record system to meet individual needs.				
5. Evaluates advertising as a consumer influence and resource.				
6. Compares cost, quality, and possible satisfaction of available kinds or forms of goods and service				
7. Judges labels for content and accuracy.				
8. Lists consumer rights and responsibilities.				
9. Locates sources of information about consumer goods and services.				
10. Compares sources, costs and types of credit				
11. Compares materials and construction used in consumer goods with safety, and durability obtained.				
12. Analyzes socio--cultural influences on needs and wants.				
13. Demonstrates the relationship between consumer behavior and the economy				
14. Demonstrates knowledge of consumer protection agencies and legislation				
15. Explains consumer use of credit and credit ratings. . .				
16. Analyzes available banking services for personal and family needs.				
17. Discusses the principles and purposes of taxation . . .				
18. Compares economic security plans--savings, investments, insurance, and retirement plans				
19. Explains the influences of consumer behavior on retail marketing practices				

Management of Personal and Family Resources (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
20. Describes the factors that influence housing choices. .				
21. Identifies factors that affect choices for home furnishings and equipment.				
22. Develops guidelines for planning and purchasing food. .				
23. Develops guidelines for selecting and purchasing clothing				
24. Describes the cause and effect of garnishments and bankruptcy on families and the economy.				
25. Defines wills and trusts.				
26. Explains the current and future implications and benefits of the social security system.				
27. Lists factors that influence purchasing of a car or other forms of transportation				
28. Plans how to include public services available, insurance, and personal knowledge to reach optimum health coverage.				
29. Describes the provisions of liability insurance for the home owner and car owner.				
30. Distinguish differences between the various types of life insurance and plans for comprehensive coverage. . .				
31. Analyzes job and career opportunities related to consumer education.				
_____				
_____				
_____				
_____				
SUBJECT MATTER COMPETENCIES				
Nutrition/Contemporary Meal Management				
1. Applies knowledge of food nutrients, their functions and their sources to meal planning and food selection as a basis for meeting individual food needs and avoiding nutritional deficiences				
2. Describes digestion, absorption, and metabolism of essential nutrients				

Nutrition/Contemporary Meal Management (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
3. Practices good food habits for self				
4. Lists the components of carbohydrates, fats, and proteins				
5. Explains the relationship of essential minerals and vitamins to good nutrition.				
6. Describes the function of water in the body.				
7. Describes the relationship of calories to body functions				
8. Recognizes the varying nutritional needs of individuals in different stages of the life cycle				
9. Explains the effects on the body of malnutrition and over-nutrition.				
10. Explains the use of food groupings and their input on menu planning				
11. Describes the main nutritional problems in the United States today.				
12. Evaluates food fads, advertising, and information on health and nutrition in current literature on the basis of nutritional fact				
13. Analyzes the environmental and social factors which may determine how an individual makes food choices.				
14. Demonstrates how the social and emotional aspects of food are an important form of non-verval communication.				
15. Prepares food patterns which reflect the nutritional and age interests of school-age children, pre-school children, adults, pregnant and lactating teenagers and adults, and the elderly				
16. Compares the relationship between early nutritional health and well-being in later years.				
17. Assesses how inadequate, excessive, or imbalanced nutrients may be detrimental to an individual's or a family's health.				
18. Distinguishes between nutritional disorders requiring a medical prescription and those requiring primarily dietary adjustments				
19. Analyzes the relationship between individual and family values and decisions made about food.				

Nutrition/Contemporary Meal Management (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
20. Uses grading guides when making decisions about food products.				
21. Distinguishes between common facts and fallacies concerning food.				
22. Identifies the guides and standards which result from federal legislation to protect the safety and sanitation of food.				
23. Identifies the rights and responsibilities of consumers of food and food products				
24. Applies knowledge about food additives to selection and evaluation of food products				
25. Compares product cost and quality using product labeling and purchasing guides				
26. Compares laws and programs designed to help the consumer with effects they have had upon food in the marketplace				
27. Evaluates the necessity for dietary supplements when selecting food for individuals and families				
28. Assesses the impact of consumer choices upon the availability, quality, and cost of food in national and world-wide marketplaces				
29. Examines how the nutrition of a nation is influenced by traditional food patterns, technological developments and food supplies				
30. Demonstrates work practices and techniques in managing food that will produce optimum results in terms of management of resources, sanitation and prevention of accidents				
31. Demonstrates competence in selecting and purchasing food for both home and school				
32. Applies principles of planning, preparing and serving food which help to make food pleasing in appearance, texture, flavor, and temperature.				
33. Applies the principles of time, temperature, and manipulation of food in maintaining sensory qualities and nutritive values of food.				
34. Selects and uses food service plans appropriate to different situations including selection of table service, table settings and decoration, and serving of food. . .				

Nutrition/Contemporary Meal Management (Continued)	Must Know	Should Know	Nice to Know	Post Grad.
35. Appraises the values of established and accepted behavior at the table.				
36. Applies safety precautions in the use of kitchen equipment.				
37. Applies principles of personal cleanliness when working with foods.				
38. Chooses selection, purchase, preparation, and storage methods which will enhance or retain the nutritive value of foods.				
39. Demonstrates proper selection, use, and care for home and institutional equipment				
40. Applies sanitary practices in handling food and equipment.				
41. Analyzes the relationship between the physical and chemical composition of food and preparation, preservation, and service of food				
42. Applies knowledge of food preparation techniques, work techniques, use of equipment, materials, and utensils to achieve optimum use of time and energy.				
43. Selects safe, sanitary preservation methods which will retain the nutritive value and sensory qualities of food				
44. Identifies city, county, and state health ordinances for commercial and public food service.				
45. Analyzes the commercial food preservation processes and their relation to the food storage.				
46. Demonstrates ability to analyze career and job opportunities in food and nutrition.				
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SUBJECT MATTER COMPETENCIES				
Clothing/Fashion and Fabrics				
1. Analyzes the effect of physiological, social and psychological aspects of textiles and clothing in relation to the development of the individual				

Clothing/Fashion and Fabrics	Must Know	Should Know	Nice to Know	Post Grad.
2. Applies principles of clothing selection to self. . . .				
3. Relates art elements and principles of design to the selection of clothing for the individual.				
4. Assembles colors and designs in clothing to reflect individuality				
5. Demonstrates skill in selection, use and care of sewing equipment				
6. Analyzes fabric characteristics, in relation to performance and intended use				
7. Describes available consumer aids and protection in purchasing clothing and fabrics				
8. Analyzes personal and family values and goals in the selection of clothing				
9. Interprets the effect of clothing upon prestige, acceptance, and self-confidence.				
10. Relates clothing to expression of creativity and personality.				
11. Evaluates the influences of advertising upon clothing and textile choices				
12. Selects clothing and accessories in relation to need, use, resources, and satisfactions				
13. Analyzes present day events and conditions in relation to clothing design and selection.				
14. Compares world and national moral, social, and economic influences on clothing practices.				
15. Assesses the impact of consumer choices on availability quality and cost of clothing and textiles				
16. Appraises the effect of production and distribution of clothing and textiles on the consumer				
17. Judges quality, suitability, and durability of garment construction.				
18. Applies management principles, and identifies factors to consider, in planning and managing a clothing wardrobe (budget, occupation and wants)				
19. Executes fitting and alteration skills for various figure types when constructing and altering garments . . .				

Clothing/Fashion and Fabrics	Must Know	Should Know	Nice to Know	Post Grad.
20. Demonstrates basic clothing construction skills: including selection of patterns, fabrics, notions, and management techniques in construction (layout, cutting, marking and sewing) of interfacings, underlinings, interlinings, linings, closures, fasteners, facings, hems, necklines, collars, pockets, seams, seam finishes, sleeves, trimmings, and waistbands.				
21. Evaluates the trade-offs among the time, money, and aesthetic values in decisions to make, repair, alter or recycle garments and other textile products				
22. Employs recommended techniques for laundering, pressing, mending and storage of clothing				
23. Exhibits ability to operate sewing equipment used in the home and in industrial institutions				
24. Exhibits ability to relate textiles and clothing to career and job opportunities.				
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SUBJECT MATTER COMPETENCIES				
Environment for Living				
1. Analyzes how human values, goals, standards, attitudes and resources influence the selection and use of housing for an individual				
2. Describes how the selection and arrangement of housing, furnishings, and equipment are based on an individual's personal preference and use of design elements.				
3. Evaluates the type of housing which will meet the needs of the family (physical, social, psychological, and economic)				
4. Proposes space organization and space requirements for individuals and families at various stages of the family life cycle.				
5. Organizes color, texture and patterns of interior materials to produce an environment satisfactory to the individual or family.				

Environment for Living	Must Know	Should Know	Nice to Know	Post Grad.
6. Illustrates how housing choices affect family interaction.				
7. Analyzes house plans for traffic patterns, noise and quiet areas, and private and public spaces.				
8. Organizes the kitchen space and household equipment for efficiency.				
9. Evaluates the storage adequacy of a house plan.				
10. Develops guidelines for decision making in the selection, care, and use of home furninshings and equipment .				
11. Selects factors influencing home maintenance responsibilities (routine and occasional care, repair, renovation and remodeling).				
12. Relates the effect of the exterior environment (landscaping, neighborhood, and community) to the satisfaction of the individual or family.				
13. Relates the availability of building materials and processes, furnishings and equipment to decisions concerning housing				
14. Analyzes the legal and financial aspects of obtaining and maintaining housing, home furnishings and equipment				
15. Analyzes local, state, and federal policies as they influence family housing.				
16. Evaluates societal changes on housing, home furnishings and equipment				
17. Compares educational preparation and competencies needed for housing related occupations.				
18. Evaluates all aspects of housing from the standpoint of diminishing natural resources				
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